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ABSTRACT

The purpose of this survey was to present the views of the economy regarding the desirable vocational and personal qualifications of those working or preparing to work in office administration. From a list of Israeli businesses employing office workers, 60 were randomly selected and placed into one of four groups depending on the number of employees. Responses to questionnaires were received from 52 of the 60 office managers and business men surveyed. The results indicate a lack of consistency between the assessment at present and the economy's demands for the future regarding the various clerical occupations. Satisfaction was expressed in regard to the level of knowledge in the various subjects of study and the personal qualifications; however, there was an expressed demand for an improvement of the vocational level and personal qualifications for future employees. (GEB)

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THE HENRIETTA SZOLD INSTITUTE
National Institute for Research in the Behavioral Sciences

VOCATIONAL SCHOOLS:
RELATION OF CURRICULA IN THE FIELDS OF COMMERCE, BANKING AND MANAGEMENT

BY

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CHAPTER I - INTRODUCTION

A. The Aims of the Survey

The chief purpose of this survey is to present the views of the economy in regard to the desirable vocational and personal qualifications of those working and of those preparing to work in office administration.

The accepted sources for the construction of curricula in educational and vocational training institutions are:

1. The social sphere.
2. The scope of the teaching subjects.
3. The student's range.
4. The field of the psychology of learning.
5. The field of philosophy.

This survey seeks to present the standpoint of the first of the above areas with regard to office administration.

To achieve its chief purpose the survey will:

1) Examine the assessment by the economy of the level of vocational and personal qualifications of office administration workers today, in terms of the subjects of study offered in institutions for the training of office workers and of a list of personal qualifications.

2) Examine the requirements of the economy for an optimal level of vocational and personal qualifications of workers in the future, in terms of the subjects of study offered in institutions for the training of office workers, and a list of personal qualifications.

3) Present the views and recommendations of businessmen who employ office workers in their institutions.

B. Outline

The aim of this survey is to present the position of the economy in regard to the vocational and personal qualifications which it regards as desirable in those engaged in and preparing for work in office administration. The views of the economy on this subject will serve as one of the sources for the construction of curricula in institutions for the training of office workers.

To achieve the above aim we considered first what is special about the character of the clerical occupations. We considered the nature of office work and the terminology accepted with respect to office workers. Then we reviewed the vocational training given today (1968) in Israel to those preparing for office work. In this survey we noted the types of vocational training in office work, the teaching aims, the curricula and study courses, the teaching methods and staff, and we concluded with the problem of supervision of vocational training institutions.

The next step in reaching the goal we set for ourselves was the conducting of a survey of various places of work including the staffs. The consideration of the nature of office work showed us that one of the important factors determining the work character of any duty is the size of the office and its range of activity. Therefore we chose the sample to be described below.

After noting and defining all of the occupations involved in office work and after providing a description of all of the accepted subjects of study in the vocational training institutions for office administration, interviewers equipped with a questionnaire were sent to the places of work. The office managers were asked to assess the work, range of knowledge and qualifications of the employees in their offices by means of suitable scores.

The questionnaire, the list of occupations, the description of the subjects of study and an explanation of the qualifications in the questionnaire are given in Appendices A, B, C and D.

The sample made up was a random group-sample and the determining factor in the choice of the sample was the number of workers at the place of work. The places of work were divided into groups:

1) From fifty to one hundred workers
2) From one hundred to two hundred workers
3) From two hundred to three hundred workers
4) From three hundred workers and above.

From each group 10% of the places of work were selected at random. Of the sixty places of work selected, fifty-two responded to our invitation to participate in the survey. An examination of the places of work according to the form of ownership and according to main functions shows that the sample includes a diverse range of places of work and may be regarded as a representative sample.

The survey findings show that 39% of the office workers have completed two years of secondary school, 24% have completed three and 24% have completed four.

The desire to raise the level of business employees is revealed by an examination of the demands of employers in regard to the desired educational level for the future. For the future the number of workers with four years of secondary school is greater than the number with two years (53% as against 31.2%).

We processed the survey findings with regard to the total population of office workers and with regard to the five sub-groups of office workers:

1) Secretary-clerks
2) Bank clerks, Cashiers
3) Typists
4) Stenographer-typists
5) Book-keepers

A summing up of the data in the tables, which deal with the different sub-groups in office work, indicate a lack of consistency between the present estimation and the demands of business in the future.

In general, satisfaction is expressed by the economy in regard to the level of knowledge in the various subjects of study and the level of personal qualifications. But at the same time, there is a clear demand on the part of the economy for an improvement in the vocational level and the level of personal qualifications in the future. The demand for an improvement of the situation in the future is particularly noticeable in regard to the level of higher education, that is, those with four years of secondary school.

In regard to secretary-clerks there is generally a demand for an improvement of the level in the following skills:

clerical work
correspondence in English.

In regard to bank clerks and cashiers there is generally a demand for an improvement of the level of the following skills:

Hebrew correspondence
the elements of administration
commercial arithmetic.

In regard to typists there is generally a demand for an improvement of the level in the following skills:

Hebrew typing
correspondence in English.

In regard to stenographer-typists there is generally a demand for an improvement of the level in the following skills:

Hebrew correspondence
the elements of administration.

In regard to book-keepers there is demand in particular for an improvement of the level in the following skills:

accounting
commercial arithmetic
calligraphy
clerical work
correspondence in English
the elements of administration.

As to personal qualifications there is generally a demand for a higher level in all of the qualifications in regard to the future.

A summing up of the findings in regard to all of the office workers indicates that the economy regards the levels of the workers in eight subjects of study as satisfactory and even good. The subjects are:

1) Hebrew correspondence
2) correspondence in English
3) commercial arithmetic
4) clerical work
5) the elements of administration
6) the theory of commerce and the elements of law
7) accounting
8) calligraphy.

In regard to seven other subjects the economy is of the view that instruction should be strengthened and the level of workers improved.

The subjects are:

1) economic geography
2) Hebrew typing
3) Hebrew stenography

4) economics
5) cost accounting and statistics
6) the theory of merchandizing
7) international trade, and insurance.

As to personal qualifications, the economy is satisfied and therefore there was no demand for an improvement of the existing situation.

CHAPTER II: A SURVEY OF THE LITERATURE

In this chapter we shall consider the nature of office occupations distinguishing them as a class, and survey the vocational training given today (1968) in Israel to those preparing to engage in these occupations.

A. The Work in the Office. (Administration and Organization, chapters on administration theory and office technique, ed. by Dov Johannes and Zev Hartavi, publication of Central Committee of the Clerks Union).

The office, by its nature, forms a service unit within the framework of a public or private organization. The main functions of the office are:

1) The performance of all required written work for the conduct of business or public activity.

2) The recording, calculation and everyday planning of the administrative activities and events which take place in the organization.

3) Accounting, administration and reporting with respect to financial activity.

4) The supply to the various branches of the organization of services such as telephone and mail, office and mechanical equipment.

5) The supervision and scrutiny of the work of the office help and of the coordination and continuity of inter-departmental activity.

6) The presentation of reports to the directors and supervisors on the execution of their directions and on the results achieved; the supply of information on the progress of discussions and of business and the suggestion of corrections and improvements.

For the execution of its duties the office employs workers in various positions and occupations. (See, for example, Appendix B - A List of Occupations in Office Work, Administration and Office Machines).

The range of office activity in terms of manpower and diversity of duties is determined by the size of the private or business organization and according to its character and nature. These factors also influence the range of work of the individual in the office. Diversified office activity calls for the specialization of the workers, whereas in a small office one worker assumes many duties which cover a wide range of office work.

The office, according to its verbal definition (in Even-Shoshan's dictionary) is: "a bureau, a house for clerical work, a place where the clerks of a commercial, communal or other establishment work". The common name for the office worker's occupation is "clerk". The verbal definition given (in Even Shoshan) is "A clerk is a person assigned to perform a certain task. 1. Currently, an office worker in an institution, commercial house, government department, etc. The manager, secretary, book-keeper, typists, etc. - are all clerks".

The general name for the occupation, then, is "clerk" without any distinction between the various duties and assignments. However, the variety of office work, the special character of different offices and their size have produced, as already noted, a differentiation within the clerical occupation and the specific functions acquired special names like: book-keeper, typists, stenographer, etc. Other common terms referring to clerical work are "secretary" and "office worker".

For "secretary" the dictionary definition is: "A clerk in an institution, company, etc. for the recording of protocols, decisions, the writing of letters, etc."

We did not manage to find, in any publication issued in the country, any detailed reference to all of the office occupations giving

in detail the duties of each occupation. There are a number of publications listing the occupations and providing a short description of the duties, like the description of duties published by the Ministry of Labour from whose contents Appendix B is drawn.

In this research report we shall use the accepted name of the occupation "clerk" to denote a person performing different kinds of office work at an operational level, that is, who receives detailed directions and orders from those to whom he is responsible.

B. The Training of the Clerk

Office work is not included in the list of occupations in which those engaged are subject to professional control and may work only after fulfilling provisions fixed by law or regulation, like engineering, law, medicine, etc. In practice, anyone doing office work of any kind, even without vocational training may call himself a "clerk". This situation is determined by the labour market which is open to the absorption of clerical workers for whom demand has steadily risen (Parkinson's Law) with the development of industry and trade and with the establishment of modern welfare-state patterns.

However, now a certain change has taken place in this field. There is a growing tendency among employers in advanced countries, and also in Israel, to employ office workers with appropriate general education and vocational training. This trend is finding expression in Israel in the classification of office jobs, in vocational examinations for the purpose of grading, in vocational study programs for experienced office workers lacking formal training. (Administration and Organization - Johannes - Hartavi)

The schemes which exist today in Israel for the training of clerks are:

1. Guided apprenticeship.
2. Vocational training after elementary school:

a. two-year vocational school course
b. three-year vocational school course
c. four-year vocational school course
d. three-year commercial course in high school
e. four-year commercial course in high school (with award of government school-completion certificate)

3. Various vocational courses designed especially for demobilized men.

1. The Goals of Instruction (S.Kantzeler - The Commercial and Clerical School in the Secondary School System of Israel. The College of Administration of the Clerks'Union, Tel Aviv).

The study aims are guided by the vocational training framework.

In guided apprenticeship the aim is the training of the worker by means of practice in the office together with a limited number of theoretical lessons in school.

In the vocational schools there is a relation between teaching aims and the length of the course. The two-year courses give the student a basic knowledge of office work together with general education. Vocational specialization is made possible in the longer courses.

The teaching goals as approved by the Vocational Education Division are:

a) Secretarial work - the training of secretaries with the ability of expression in writing and verbally, knowledge of typing and stenography and reasonable knowledge of English.

b) Accounting - the training of accountants. The main teaching subject is accounting and commercial arithmetic with the addition

of basic knowledge of economics.

c) Accounting machines - training in office mechanization in addition to accounting. A graduate of this program can go on to study programming.

d) Additional programs - being considered for approval are: banking, economics, administration and bank service, salesmanship, customs and postal administration.

Variety was introduced into the teaching programs under pressure of business which wishes to have prepared for it a young labour pool for entry into the developing economy.

The aim of the vocational courses is to provide specific knowledge to experienced workers or to prepare demobilized persons for office work.

2. The Curriculum and the Study Courses (S. Kantzeler)

The curricula in the vocational schools and in the courses within the academic high schools were drawn up after gathering a wide range of material and after sustained observation.

In the design of the curriculum there participated vocational experts and organizations, and educators. The weight of society in the determination of the vocational curriculum was large and its influence on the program still continues.

The economy is in a continuous process of change and this facet must find concrete expression in the curriculum seeking to prepare workers for this economy. The influence of society on the curriculum directs and guides the character of the studies as well as the structure of the school and its courses.

The special character of office work has influenced the curriculum. The great variety of office occupations, the close connection between the

various occupations, and the changing occupation of the worker according to his place of work - have called for the introduction of wide basic training in office work obligatory for all those preparing to engage in this work. To this foundation is added the specific training which takes into account the needs of the economy and the talents and wishes of the trainee. A curriculum of this type enables the novice to become integrated in any place of work and to adapt himself to the conditions peculiar to it.

(i) The Curriculum in the Vocational Schools (S. Kantzeler)

The program was made up of three elements:

a. General education, similar in character to that given in the humanistic secondary school.

b. Office and commercial vocational education.

c. The acquisition of practical skills and the ability to perform in practice the various clerical and commercial jobs.

From the point of view of structure of the studies according to the different courses the program is divided up as follows:

Table No. 1: Curriculum Division by Years of Study

First Year	Second Year	Third Year	Fourth Year
General secondary education	Basic education		Education at high school matriculation level
	Basic vocational knowledge		
vocational foundation	vocational knowledge	vocational skill	Practical vocational specialization

(ii) The Study Courses in the Vocational School (Kantzeler)

The two-year course is the shortest. Sixty per cent of the curriculum is devoted to the acquisition of general education. The vocational training received in this course provides basic knowledge and enables the trainee to work as a clerical assistant.

The three-year course is in practice a direct continuation of the two-year course. In the third year the office-work subjects are studied at a level of specialization. The student specializes in secretarial work, accounting or office mechanization and administration.

After a student has completed one of the two above courses he may, if he wishes, sit for final examinations held by the Ministry of Education and Culture and his success at the examinations entitles him to a certificate and to special consideration at the Employment Service.

The four-year course brings the student closer to the learning achievement of the academic high schools and in addition, makes possible his vocational specialization at a suitable level in office work and commerce.

(iii) The Study Courses in Academic Secondary Schools (Kantzeler)

Within the framework of the academic secondary school, commercial courses make possible the pursuit of academic along with vocational study. The four-year course in this framework entitles the student who fulfils the requirements to a government school-completion certificate (which means that he passed in three matriculation subjects and can complete his matriculation by passing additional examinations).

In the academic year 1963/64 a commercial course was first introduced into the academic secondary schools and in 1966/67 there was such a course in forty of these schools throughout the country.

(iv) The Subjects by Teaching Groups

Within the curriculum distinct groups of teaching subjects were

formed:

1) Hebrew education: Hebrew (literature, language and composition)
Bible
Correspondence and self-expression in Hebrew
Oral Law (in religious schools).

2) General education (humanistic):
General history
Citizenship
Political thought
Form-room lessons.

3) Foreign languages: English is studied in the vocational schools as a first foreign language. In addition to the study of the language, commercial English and correspondence in English are also taught. In some schools the study of French has been introduced.

4) General education (science):
Mathematics
Physics
Chemistry
Nature study.

The study of these subjects is important for the preparation of the student for the matriculation examinations as well as for his understanding of commercial subjects like accounting, mechanization theory and economics.

5) Commercial and economic sciences:
Economic theory and management
Commercial geography
Merchandizing theory
International trade
Elements of commercial law.

6) Accounting subjects:

Accounting - accounting machines
punched cards
Commercial arithmetic
Finance
Theory of trade
Banking
Machine accounting and computer theory.

7) Office management and elements of administration

8) Additional clerical subjects:

Typing
Stenography
Calligraphy

The scope of the studies in these subject groups depends on the course followed in the school. (For details on subjects of study in the schools see Appendix C).

3. Teaching Methods and Staff (Vocational Schools in the Academic Year 1967/68 - Ministry of Education and Culture, Vocational Education Division, Jerusalem, January, 1968)

An examination of the subjects studied in the vocational schools and in the commercial courses of the academic secondary schools shows their load and range. In order to cope with this difficulty and with the need to provide a great quantity of information in a short time to a student body heterogeneous in regard to learning ability, the following steps have been taken:

a) Continual up-dating of the training programs.
b) Encouragement of the use of teaching aids for illustration (audio-visual methods).

c) The introduction of special teaching methods for certain subjects (programmed teaching).

d) Suitable training of teachers and instructors.

1) The professional requirements are identical in level to those required in the academic secondary school, namely a B.A. degree for those teaching general subjects. The instructors in office work must have suitable training in their subjects of instruction.

2) The holding of special training and refresher courses and the like.

4. Supervision of the Teaching Institutions (S. Kantzeler - The Commercial and Clerical School in the Secondary School System of Israel

The earliest schools of office administration were set up through private initiative. With the birth of the State, their number increased and some of them reached a suitable vocational and academic level and also a stable economic position.

Simultaneously with the expansion of the private schools there were set up vocational training classes by public bodies like local authorities. Also classes in office work were opened in the vocational school systems of "AMAL", "ORT", Mizrahi Girls, WIZO, The Clerks' Union, etc.

The Clerks' Union established distinct and independent schools of office administration.

In the academic year 1963/64, courses in office administration were opened also in academic secondary schools.

In 1963 the Ministry of Education and Culture started to supervise commercial schools and classes. In regard to private schools, there are some today without any supervision and others subject to general supervision where the curriculum and other required conditions are applied.

CHAPTER III: THE MANNER IN WHICH THE SURVEY WAS CONDUCTED

A. The Survey Procedure

As the first step in the conduct of the survey we considered the character of office work and the nature of the training given for that work at present in various educational institutions.

It appears from this survey that the size of the office and its range of activity are an important factor in determining the nature of the work of the office clerk and this is taken into account by vocational training which seeks to give the clerk as wide a vocational background as possible so that he can fit into any office with the completion of his studies. Therefore we decided that the sample on which the survey would be carried out would be a random group-sample and the number of workers in a place of work would be a determining factor in the choice of the sample. (For details on the sample see Section B).

The second step in the conduct of the survey was the listing of all occupations involved in office work and the formulation of appropriate definitions for them. (See Appendix B).

The third step was the description and definition of all subjects of study in schools of office administration for the purpose of explaining these subjects to the interviewees at the places of work. (See Appendix C).

The interviewees were office managers in charge of staff or business men employing office workers.

The fourth step in the conduct of the survey was the construction of a questionnaire for the interviewees. (See Appendix A).

The interviewees were given the list of office occupations and the list of subjects of study in commercial schools together with a short description of the material studied and they were asked to answer the questionnaire and to grade the vocational and personal qualifications of their employees according to a scale of grades: excellent, good, satisfactory, somewhat deficient, very deficient.

The interviewees were asked to grade, by the same scale, their expectations for the future in regard to the level of knowledge and performance in the subjects of study taught in the schools of office administration, and in regard to staff qualifications. ("The future" was explained to the interviewees as meaning over the next five to ten years).

Nine qualifications were listed in the questionnaire and their definitions were given to the interviewers who might have to answer queries by the interviewees (Appendix D).

To the interviewees were also directed two open questions (Questions Nos. 7 and 9 in Appendix A) on which to express their opinions.

B. The Sample

From the list of places of work which employ different kinds of office work there was taken a random group-sample. The number of workers in a place of work served as a basis for the groups.

The places of work were divided into groups of:

1) Fifty to one hundred workers.
2) One hundred to two hundred workers.
3) Two hundred to three hundred workers.
4) Three hundred workers and above.

From each group fifteen places of work were chosen at random. The interviewers were sent to these places and with the aid of the questionnaire they noted the information required in the survey.

Of sixty places of work selected at random, fifty-two responded to our invitation to them to participate in the survey.

Tables no. 2 and no. 3 show the division of places of work according to type of ownership and according to main function. An examination of the tables shows the wide range of activities engaged in by the places of work in the sample and also the great variety in their forms of ownership. This range and variety serve to confirm the sample as one

representative of the economy.

Table no. 2: Distribution of Places of Work in the Survey According to Form of Ownership

Private shareholders' company	-	11
Public shareholders' company	-	10
Municipality	-	10
Co-operative society	-	5
Government office	-	4
Partnerships	-	4
Government corporation	-	1
National institutions	-	1
Local council	-	1
Independent	-	1
Youth movement	-	1
Company formed by the General Federation of Labor	-	1
The kibbutz movement	-	1
Public corporation	-	1
	Total	52

Table no. 3: Distribution of Places of Work in the Survey According to Chief Function

1.	Civic Services	11
2.	Banking	4
3.	Hotels, restaurants	4
4.	Insurance	3
5.	Transportation, tourism, auto-repairs	2
6.		
7.		
8.		
9.	Lawyers	2

10. Clothing sales	2
11. Newspaper publication	1
12. Retail service to Defence Forces and their families (Shekem)	1
13. Academic education and vocational training	1
14. Teacher training	1
15. Production of electric fans, elevators and washing machines	1
16. Health institute	1
17. Supply of agricultural equipment and marketing of agricultural produce	1
18. Import and distribution of car parts	1
19. Marketing of food products	1
20. Transport	1
21. Sale of soft limestone and ready concrete	1
22. Care of religious needs	1
23. Education and instruction for youth work-and-study programs	1
24. Scientific research	1
25. Lotteries whose proceeds are used for construction of educational and hospital institutions	1
26. Care of new immigrants	1
27. Import and export	1
28. Advisory council for poultry farming	1
Total	52

CHAPTER IV: FINDINGS AND TABLES

In the data obtained from the survey we concentrated on the details concerning the following secondary occupations in office work:

1. Secretary-clerks (see Appendix B, no. 40)
2. Typists (see Appendix B, no. 24)
3. Bank clerks and cashiers (see Appendix B, nos. 13-17)
4. Stenographer-typists (see Appendix B, nos. 19-20)
5. Book-keepers (see Appendix B, nos. 2-9).

We selected these secondary occupations because they are common in most offices and do not entail specialization for the needs of a particular office.

The order of consideration of the survey findings will be according to the following criteria:

In regard to each of the secondary clerical occupations listed above we shall consider:

1) The economy's estimation of the workers at present according to:
   a) subjects of study in vocational training.
   b) personal qualifications.
   c) the education of the workers:
      (i) two years of secondary school education
      (ii) three years of secondary school education
      (iii) four years of secondary school education.

2) Expectations of the economy from workers in these secondary occupations in the future according to:
   a) subjects of study in vocational training.
   b) personal qualifications.
   c) the education of the workers:

(i) two years of secondary education
(ii) three years of secondary education
(iii) four years of secondary education.

After dealing with each of the clerical occupations we shall bring findings relating to all branches of clerical work as obtained in the survey. First we shall consider the distribution of the workers according to years of education at present as against expectations for the future. Afterwards, we shall bring findings and take them up in the order in which the secondary clerical occupations are considered.

In order to test the economy's estimate and expectations according to the findings obtained in the survey, we shall choose, in regard to each of the above clerical occupations, the subjects of study most relevant to it and we shall add to these a number of subjects of secondary importance. By this choice we are not rejecting totally other subjects of study nor do we suggest that they are unimportant. The order of preference is meant only to make the discussion easier and to focus the problems emerging from the findings in the tables.

Table no. 4: Distribution of secretary-clerks with two years of secondary school education, according to grades appraising their ability at present in the various subjects of study (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	5	1	135	32	221	53	18	4		
English correspondence					73	17	93	22	1	
Economic geography					15	4			112	27
Commercial arithmetic			45	11	191	46			37	9
Clerical work			17	4	293	70	8	2	17	4
Elements of administration			114	27	52	12	10	2	77	18
Theory of trade			112	27	2	0.5	15	4	62	15
Accounting			118	28	106	25	41	10	37	9
Calligraphy			198	47	151	36	7	2		
Hebrew typing			23	5	50	12			112	27
Hebrew stenography					12	3			112	27
Economics and management					2	0.5			16	4
Costing and statistics					25	6	7	2	16	4
Merchandizing theory							2	0.5	16	4
International trade, insurance							2	0.5	16	4

Maximum number of workers - (100%) - 419

The subjects of study of first priority, in our opinion, are:

clerical work

Hebrew correspondence

calligraphy.

The subjects next in priority are:

Hebrew typing (at an average level)
Theory of trade
Economics and management

In regard to the first group of subjects we see, in Table no. 4, that the estimate is positive and ranges between 'good' and 'satisfactory'; but the estimate changes in regard to the second group of subjects, where the judges indicate the situation is 'deficient' to 'very deficient'.

As to the remaining subjects of study (not classified as of first or next priority) the estimate is negative and the situation is 'deficient' to 'very deficient'.

The findings of this table show that the economy is satisfied with the ability of the secretary-clerks (with two years of secondary school education) only with respect to their basic work skills.

Table no. 5: Distribution of secretary-clerks with two years of secondary school education according to grades assessing their personal qualifications at present (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	4	1	175	42	154	37	36	9		
Adaptation to changes	3	1	185	44	166	40	1	2.0		
Thinking in economic terms					138	33	1	2.0	36	9
Teamwork	2		303	72	80	19	2	0.5		
Efficiency mindedness	4	1	197	47	176	42	10	2		
Quality consciousness			87	21	99	24	61	15		
Responsibility	6	1	125	30	196	47	61	15		
Alertness	4	1	204	49	168	40				
Exactness	4	1	214	51	178	42				

The personal qualifications with respect to which the grade 'good' was common in this table are: ability to learn by oneself, adaptation to changes, teamwork, efficiency mindedness, alertness and exactness.

The qualifications regarded as just 'satisfactory' among the population concerned, in the estimate of the economy, are: thinking in economic terms, responsibility and quality consciousness.

Maximum number of workers - (100%) - 419

That is to say, the personal qualifications which facilitate the worker's integration at his job, so that he can be an active agent in its processes, are at a suitable level whereas the qualifications expressing the worker's attitude to the job, to the machinery, equipment, products, etc., are at a lower level and the common grade given them is 'satisfactory'.

Table no. 6: Distribution of secretary-clerks with three years of secondary school education, according to grades estimating their ability at present in the various subjects of study (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			122	67	61	33				
English correspondence			76	41.5	31	17	24	13		
Economic geography			25	14					24	13
Commercial arithmetic			105	57			10	5	19	10
Clerical work			81	44	76	41.5			19	10
Elements of administration			80	44	33	18			19	10
Theory of trade			30	16	25	14			19	10
Accounting			105	57			9	5	5	3
Calligraphy			134	73	23	13				
Hebrew typing			1	5.0	15	8	9	5	24	13
Hebrew stenography			1	5.0					24	13
Economics and management									19	10
Costing and statistics					30	16			19	10
Merchandizing theory									19	10
International trade, insurance			10	5					19	10

Maximum number of workers - (100%) - 183

The estimate with respect to the subjects of study of first priority are:

Office work - 'good' to 'satisfactory'

Hebrew correspondence and calligraphy - 'good'.

As to the subjects of study of secondary priority, the situation is deficient with respect to the subjects "Hebrew correspondence" and "Economics and management". In "The theory of trade" the situation is satisfactory.

Also the findings of this table indicate that the economy is satisfied with the workers' abilities in regard to their basic work skills.

Table no. 7: Distribution of secretary-clerks with three years of secondary school education according to grades estimating their personal qualifications at present (in figures and percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	19	10	99	54	54	30				
Adaptation to changes	19	10	124	68	29	16				
Thinking in economic terms			112	61	10	5			5	3
Teamwork			153	83	28	15				
Efficiency mindedness			153	83	28	15				
Quality consciousness			98	54	28	15				
Responsibility	5	3	153	83	23	13				
Alertness			158	86	23	13				
Exactness			158	86	23	13				

Maximum number of workers - (100%) - 183

The findings of this table are evidence that the economy is satisfied with the personal qualifications of the above mentioned workers. The prevalent mark was 'good'.

It is worth noting that the percentage of workers whose responsibility was estimated by a 'good' grade and better, has gone up. (86%).

Table no. 8: Distribution of secretary-clerks with four years of secondary school education according to grades estimating their ability at present in the various subjects of study 'in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	13	7	153	79	23	12				
English correspondence	27	14	61	32	7	4	25	13		
Economic geography			29	15	10	5			36	19
Commercial arithmetic			42	22	11	6			36	19
Clerical work			100	52	58	30	1	0.5	16	8
Elements of administration			24	12	32	17			36	19
Theory of trade	19	10	29	15	8	4			27	14
Accounting			36	19	16	8			46	24
Calligraphy	1	0.5	97	50	42	22				
Hebrew typing	14	7	11	6	24	12			35	18
Hebrew stenography			10	5					36	19
Economics and management			29	15					46	24
Costing and statistics			29	15					46	24
Merchandizing theory									46	24
International trade, insurance			4	2	3	2			46	24

Maximum number of workers - (100%) - 193

The estimate of the economy with respect to the first group of subjects is generally good. In clerical work the common grade is 'satisfactory' to 'good' and in the two other subjects, Hebrew correspondence and calligraphy, the grade is 'good'.

As to the second group of subjects the prevalent grade in theory of trade is 'satisfactory' to 'good' while in Hebrew typing it is 'satisfactory' and below, and in economics and management it is 'very deficient'.

A rise is evident, then, in the grades for the second group of subjects and the economy's satisfaction is not only expressed with respect to the basic skills but also with respect to subjects of study of a more general character (like 'theory of trade' for example).

Table no. 9: Distribution of secretary-clerks with four years of secondary school education according to grades estimating their personal qualifications at present (in figures and in percentages)

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	12	6	114	54	77	37	1	5.0	2	1
Adaptation to changes	32	15	157	75	13	6	2	1		
Thinking in economic terms	10	5	60	29	5	2	23	11	16	8
Teamwork	13	6	176	84	9	4	1	0.5		
Efficiency mindedness	16	8	158	76	27	13	8	4		
Quality consciousness	12	6	164	78	29	14				
Responsibility	14	7	172	82	24	11				
Alertness	12	6	164	78	32	15	2	1		
Exactness	14	7	111	53	82	39				

Maximum number of workers - (100%) - 209

The findings of this table show a high positive assessment ('good') for most of the qualifications. In regard to "the ability to learn by oneself" and "exactness," the grade is 'satisfactory' to 'good'. It might have been expected that students who had completed four years of secondary school would show a high level of ability to learn by themselves. However, according to the findings in the above table, that ability, in the employers' opinion, is at a 'satisfactory' level which is average.

Table no. 10: Distribution of typists with two years of secondary school education according to grades estimating their ability at present in the various subjects of study (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	37	21			88	51	35	20		
English correspondence	15	9			30	17	45	26	35	20
Economic geography									55	32
Commercial arithmetic					9	5			46	26
Clerical work	9	5			100	58	9	5	46	26
Elements of administration							9	5	46	26
Theory of trade									55	32
Accounting					35	20	24	14	46	26
Calligraphy	90	52			75	43				
Hebrew typing	98	56			62	36	9	5		
Hebrew stenography	15	9			30	17			40	23
Economics and management									40	23
Costing and statistics									40	23
Merchandizing theory									40	23
International trade, insurance	9	5			15	9			40	23

Maximum number of workers - (100%) - 174

The subjects of study relevant to typists are, in our opinion, Hebrew typing and Hebrew correspondence. (Since we do not note whether the typists took Hebrew or English typing, we accept the findings as though all of the typists in the sample were engaged in Hebrew typing).

The subjects of second priority are calligraphy and clerical work. In the group of subjects of first priority the mastery of Hebrew typing was assessed with the grade 'satisfactory' to 'good', and clerical work with the grade 'satisfactory' and below.

It appears that with respect to the population considered in Table no. 10, the economy's estimation was positive to average. The common grade here was 'satisfactory'.

Table no. 11: Distribution of typists with two years of secondary school according to grades estimating their personal qualifications at present (in figures and percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of workers	%
Ability to learn by oneself			30	17	120	69	20	12		
Adaptation to changes			82	47	84	48	4	2		
Thinking in economic terms					54	31	46	26		
Teamwork			61	35	99	57	14	8		
Efficiency mindedness	9	5	6	3	151	87	4	2		
Quality consciousness	9	5	45	26	100	58	19	11		
Responsibility	9	5	72	41	74	42	19	11		
Alertness	9	5	106	61	59	34				
Exactness	9	5	56	32	109	63				

Maximum number of workers - (100%) - 174

Alertness was assessed in this table with the grade 'good' and the other qualifications received a lower estimate - just 'satisfactory'.

In typing, the degree of alertness is indeed very important and it is one of the qualities which determine the worker's level. However, its degree does not compensate for the other qualifications, and in sum, the assessment of the workers' qualifications in this table is low.

Table no. 12: Distribution of typists with three years of secondary school, according to grades estimating their abilities at present in the various subjects of study (in figures and in percentages)

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	2	20	8	80						
English correspondence									7	70
Economic geography									5	50
Commercial arithmetic										
Clerical work							5	50		
Elements of administration									5	50
Theory of trade									5	50
Accounting									5	50
Calligraphy			5	50						
Hebrew typing			8	80						
Hebrew stenography										
Economics and management									5	50
Costing and statistics									5	50
Merchandizing theory									5	50
International trade, insurance									5	50

Maximum number of workers - (100%) - 10

The assessment with regard to the group of subjects of first importance is: 'good" (80% with that grade) for Hebrew typing and for Hebrew correspondence. The same assessment is made for calligraphy. In clerical work the assessment is just 'satisfactory'.

It is interesting to note that with respect to the other subjects, those not designated as of first or second priority, the assessment is negative and the grade assigned is 'very deficient'.

The conclusions to be drawn from these tabulated findings is that the workers who were assessed fulfil their duties as typists to the full satisfaction of the employers, but that with respect to their other qualifications the employers have reservations.

Table no. 13: Distribution of typists with three years of secondary school, according to grades estimating their personal qualifications at present (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself					5	50				
Adaptation to changes					5	50				
Thinking in economic terms									5	50
Teamwork					8	80				
Efficiency mindedness					5	50				
Quality consciousness					5	50				
Responsibility					5	50				
Alertness					5	50				
Exactness			8	80						

Maximum number of workers - (100%) - 10

The estimate with regard to the personal qualifications of the workers in this table is generally 'satisfactory' except for "thinking in economic terms" which was assessed as 'very deficient'. With respect to "exactness" the table shows the estimate 'good' for 80%. In general the estimation here of the workers' qualifications is average.

Table no. 14: Distribution of typists with four years of secondary school, according to grades estimating their abilities at present in the various subjects of study (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	7	41	10	59						
English correspondence	2	12	3	18	5	29	1	6		
Economic geography									3	18
Commercial arithmetic			1	6					3	18
Clerical work			2	12	1	6			3	18
Elements of administration					2	12			3	18
Theory of trade									3	18
Accounting			3	18					3	18
Calligraphy			9	53						
Hebrew typing			12	71						
Hebrew stenography	2	12	5	29					3	18
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 17

The assessment is good in Hebrew typing and in Hebrew correspondence. These subjects were designated, according to our opinion, as of first priority with respect to the occupation of typing. As to the subjects of second importance, the estimate was as follows:

calligraphy - 'good'
office work - 'satisfactory' and below

These findings point to the economy's assessment with respect to the subjects of importance for typists. With regard to the other subjects, reservation is expressed and the grades are 'very deficient'.

Table no. 15: Distribution of typists with four years of secondary school, according to grades estimating their personal qualifications at present (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	5	29	5	29	3	18				
Adaptation to changes			10	59	3	18				
Thinking in economic terms					1	6			3	18
Teamwork	5	29	6	35	3	18				
Efficiency mindedness			9	53	5	29				
Quality consciousness			11	65	3	18				
Responsibility			14	82						
Alertness			12	71	2	12				
Exactness			10	59	4	24				

Maximum number of workers - (100%) - 17

For all of the qualifications, except "thinking in economic terms", the situation was good. With respect to the qualification "thinking in economic terms" the assessment was negative and the grade was 'very deficient'.

These tabulated findings point to the economy's satisfaction with the qualifications of the workers considered.

Table no. 16: Distribution of bank clerks and cashiers with two years of secondary school, according to grades estimating their ability at present in the various subjects of study (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			42	51	40	49				
English correspondence			7	9	25	30				
Economic geography					25	30				
Commercial arithmetic			25	30	35	43				
Clerical work			32	39	50	61				
Elements of administration			25	30	50	61				
Theory of trade					35	43				
Accounting			35	43	25	30				
Calligraphy			67	82	15	18				
Hebrew typing					7	9				
Hebrew stenography										
Economics and management					25	30				
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 82

The subjects of study of first importance for bank clerks and cashiers are, in our opinion, Hebrew correspondence and clerical work. Subjects of second importance are calligraphy, theory of trade and economics and management.

In truth, a great deal of importance attaches to the place of work of the bank clerk and cashiers and to the relevant subjects of study connected with his work, but for the purpose of dealing with the survey we selected the subjects important for every bank clerk and cashier regardless of his place of work.

According to the findings of Table no. 16 the assessment given for the subjects in the first group is good to satisfactory in Hebrew correspondence and satisfactory in clerical work.

With respect to the second group of subjects the estimate is that the situation is satisfactory for theory of trade and for economics and management. For calligraphy the situation is good.

In general, it can be said that the estimate of the economy is average (the grade is 'satisfactory').

Table no. 17: Distribution of bank clerks and cashiers with two years of secondary school, according to grades estimating their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself					42	51			40	49
Adaptation to changes					42	51			40	49
Thinking in economic terms					25	30				
Teamwork					57	69			15	18
Efficiency mindedness					32	39			50	61
Quality consciousness					7	9			15	18
Responsibility	7	9			60	73			15	18
Alertness	7	9			60	73			15	18
Exactness	7	9			60	73			15	18

Maximum number of workers - (100%) - 82

The assessment with respect to most of the personal qualifications is good. According to the table the situation is good with respect to: responsibility, alertness, exactness, teamwork and thinking in economic terms.

The situation is 'satisfactory' to 'good' with respect to "ability to learn by oneself" and "adaptation to changes" whereas for the qualifications "efficiency mindedness" and "quality consciousness" the situation is just 'satisfactory'.

Table no. 18: Distribution of bank clerks and cashiers with three years of secondary school, according to grades estimating their ability at present in the various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	95		100							
English correspondence	20		21							
Economic geography	20		21							
Commercial arithmetic	20		21		75	79				
Clerical work	20		21		75	79				
Elements of administration					95	100				
Theory of trade					95	100				
Accounting	95		100							
Calligraphy	95		100							
Hebrew typing										
Hebrew stenography										
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 95

The assessment with regard to the first group of subjects is 'good' for Hebrew correspondence (100% - 'good'), and 'satisfactory' for clerical work.

As to the group of subjects of second importance the estimate was 'good' for calligraphy (100% - 'good', and 'satisfactory' for theory of trade (100% - 'satisfactory'). No data was obtained for the subject "economics and management".

One may say that the assessment of the economy with respect to trained bank clerks and cashiers, as shown in the table, is satisfactory and better.

Table no. 19: Distribution of bank clerks and cashiers with three years of secondary school, according to grades assessing their personal qualifications at present. (in figures and percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself			75	79	20	21				
Adaptation to changes			95	100						
Thinking in economic terms			20	21						
Teamwork			95	100						
Efficiency mindedness			20	21	75	79				
Quality consciousness										
Responsibility			95	100						
Alertness			95	100						
Exactness			95	100						

Maximum number of workers - (100%) - 95

According to these tabulated findings the economy's assessment of the workers' qualifications is generally good with the exception of "efficiency mindedness" to which the grade 'satisfactory' only was assigned.

Table no. 20: Distribution of bank clerks and cashiers with four years of secondary school, according to grades assessing their personal qualifications at present. (in figures and percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			71	95	4	5				
English correspondence	20	27	49	65			6	8		
Economic geography			65	87					6	8
Commercial arithmetic			45	60	4	5			24	32
Clerical work			49	65	2	3			24	32
Elements of administration					45	60			26	35
Theory of trade			45	60	20	27			6	8
Accounting			40	53	29	39			6	8
Calligraphy	4	5	42	56	29	39				
Hebrew typing	20	27			2	3			4	5
Hebrew stenography			20	27					4	5
Economics and management			45	60	20	27			6	8
Costing and statistics			40	53					6	8
Merchandizing theory			20	27					6	8
International trade, insurance			24	32					6	8

Maximum number of workers - (100%) - 75

The assessment with respect to the group of subjects of first importance is good for Hebrew correspondence and satisfactory for clerical work. It is worth noting the high amount of scatter in the assessment for this subject - 32% 'very deficient' as against 65% 'good'. That picture repeats itself in this table with respect to other subjects and apparently indicates a population of bank clerks and cashiers which is heterogeneous in qualifications.

As to the group of subjects of second priority the assessment for calligraphy and for theory of trade is 'good'. In economics and management the situation is 'good' to 'satisfactory'.

It might have been expected that with respect to a population with a relatively high level of education (four years of secondary school) the assessment for most of the subjects would be quite high.

However the findings of this table show an assessment of good to satisfactory. Perhaps the reason for this is the complexity of the duties of these clerks which entail greater responsibility and scope, so that the level of demand has risen with respect to work performance and the qualifications of the workers.

Table no. 21: Distribution of bank clerks and cashiers with four years of secondary school, according to grades assessing their personal qualifications at present. (in figures and percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	20	27	49	65	4	5	2	3		
Adaptation to changes	4	5	65	87	4	5	2	3		
Thinking in economic terms	20	27	49	65			4	5	2	3
Teamwork	20	27	49	65	6	8				
Efficiency mindedness	20	27	49	65	2	3	4	5		
Quality consciousness	20	27	24	32	6	8				
Responsibility	20	27	49	65	6	8				
Alertness	20	27	24	32	6	8				
Exactness	20	27	51	68	4	5				

Maximum number of workers - (100%) - 75

These tabulated findings show a high assessment of the personal qualifications of the clerks considered here.

There should be noted the high grade 'excellent' given to a quite large percentage of the population in all of the qualifications listed in the table. In the earlier tables of personal qualifications such high grade was given just to a few.

Table no. 22: Distribution of stenographers-typists with two years of secondary school, according to grades assessing their ability at present in the various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			3	3	100	92	5	5		
English correspondence	3	3	5	5						
Economic geography									8	7
Commercial arithmetic									5	5
Clerical work									5	5
Elements of administration							100	92	5	5
Theory of trade									5	5
Accounting									8	7
Calligraphy			8	7						
Hebrew typing			5	5	100	92	3	3		
Hebrew stenography							3	3	5	5
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 108

The clerical occupation 'stenographer-typist' requires expertise in two skills, stenography and typing.

For lack of explicit data on stenographer-typists in the English language we consider all workers in this occupation as performing their job in the Hebrew language only. Therefore, we shall not interpret the findings relating to English correspondence.

From the subjects of study we selected for the most important group, the following:

Hebrew stenography
Hebrew typing
calligraphy

The subjects of second importance are Hebrew correspondence and clerical work.

The findings of this table point to a qualified estimation of the qualifications of the workers. From the first group of subjects the situation is good only in calligraphy, while it is satisfactory in Hebrew typing, and deficient in Hebrew stenography.

In the second group of subjects the situation of Hebrew correspondence is satisfactory while in clerical work it is deficient.

In general it can be said that the economy is not satisfied with the level of the workers considered in this table. The situation is particularly serious since the assessment for the subjects most important in this clerical occupation is average and below.

Table no. 23: Distribution of stenographer-typists with two years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself					8	7				
Adaptation to changes					8	7			5	5
Thinking in economic terms									8	7
Teamwork			3	3	5	5				
Efficiency mindedness					3	3			5	5
Quality consciousness					3	3			5	5
Responsibility	3	3					5	5	5	5
Alertness			3	3			5	5		
Exactness			3	3			5	5		

Maximum number of workers - (100%) - 108

The findings of this table point to the dissatisfaction of the economy with the personal qualifications of the workers considered. Except for "ability to learn by oneself" and "teamwork" in which the situation is satisfactory, the situation is generally deficient to very deficient.

From an examination of this table (no. 23) together with table no. 22 it is apparent that there is a general dissatisfaction with respect to the vocational and personal qualifications of persons with two years of secondary school engaged in this clerical occupation.

Table no. 24: Distribution of stenographer-typists with three years of secondary school, according to grades assessing their ability at present in various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			5	100						
English correspondence					5	100				
Economic geography										
Commercial arithmetic			5	100						
Clerical work			5	100						
Elements of administration					5	100				
Theory of trade										
Accounting					5	100				
Calligraphy					5	100				
Hebrew typing	5	100								
Hebrew stenography							5	100		
Economics and management							5	100		
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 5

With respect to the group of subjects of first importance the following findings result: in Hebrew typing the situation is excellent, in calligraphy it is satisfactory and in Hebrew stenography, somewhat deficient.

As to the second group of subjects, Hebrew correspondence and clerical work, the situation is good according to the findings.

We assume that the workers whose grades are given in the table worked earlier at typing or at other office jobs in which they proved their ability to the satisfaction of their supervisors and only lastly did they switch over to work in stenography so that in it they still lack the practice and experience necessary for earning a positive assessment.

Table no. 25: Distribution of stenographer-typists with three years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	5	100								
Adaptation to changes										
Thinking in economic terms										
Teamwork			5	100						
Efficiency mindedness			5	100						
Quality consciousness			5	100						
Responsibility										
Alertness	5	100								
Exactness	5	100								

Maximum number of workers - (100%) - 5

The tabulated findings with respect to the qualifications assessed point to a good situation, and with respect to a number of qualifications, also to an excellent one. ("ability to learn by oneself", "alertness", "exactness".)

Table no. 26: Distribution of stenographer-typists with four years of secondary school, according to grades assessing their ability at present in the various subjects of study.(in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	4	21	11	58	4	21				
English correspondence			10	53	4	21				
Economic geography										
Commercial arithmetic					6	32				
Clerical work			19	100						
Elements of administration			4	21	10	53				
Theory of trade										
Accounting										
Calligraphy			14	74	5	26				
Hebrew typing	4	21	15	79						
Hebrew stenography	6	32	8	42						
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 19

The findings in this table point to a high positive assessment for all subjects of study comprising the first and second groups. The most common grade is 'good' and in stenography and in Hebrew typing it is even better.

Table no. 27: Distribution of stenographer-typists with four years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself			14	74						
Adaptation to changes			14	74						
Thinking in economic terms										
Teamwork			10	53						
Efficiency mindedness	4	21	10	53	5	26				
Quality consciousness			13	68	6	32				
Responsibility	8	42	6	32			5	26		
Alertness	8	42	11	58						
Exactness	8	42	11	58						

Maximum number of workers - (100%) - 19

The findings in this table indicate complete satisfaction with respect to the workers' qualifications. The situation with respect to all of the qualifications is good and even above that.

The findings of Tables no. 26 and no. 27 show a most positive assessment of the vocational and personal qualifications of the workers concerned.

Table no. 28: Distribution of book-keepers with two years of secondary school, according to grades assessing their ability at present in the various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	68	36	65	35	5	3				
English correspondence	46	24			14	7	19	10		
Economic geography							51	27		
Commercial arithmetic	85	45	14	7	11	6	19	10		
Clerical work	12	6	28	15	46	24	41	22		
Elements of administration	18	10	14	7	104	55	41	22		
Theory of trade	4	2			5	3	87	46		
Accounting	46	24	142	75						
Calligraphy	34	18	58	31			40	21		
Hebrew typing	4	2	8	4	6	3	41	22		
Hebrew stenography							45	24		
Economics and management			14	7	4	2	75	40		
Costing and statistics	49	26	4	2			48	26		
Merchandizing theory			4	2	8	4	27	14		
International trade, insurance	4	2			6	3	35	19		

Maximum number of workers - (100%) - 188

For the sake of the discussion of the findings in the tables on book-keepers we ask that the general definition of this clerical occupation be accepted, namely: workers engaged in making financial records, in the transfer of accounts, in the receipt and payment of cash in an institution or enterprise. (see Appendix B, no. 1).

According to this definition we divide the subjects of study relevant to the training of the workers as follows:

First group:
1. accounting
2. commercial arithmetic
3. theory of trade
4. calligraphy.

Second group:
1. Hebrew correspondence
2. clerical work
3. costing and statistics
4. theory of merchandizing

With respect to Table no. 28 the following findings were obtained:

In accounting	-	the assessment is satisfactory
In commercial arithmetic	-	the situation is good to satisfactory
In calligraphy	-	the situation is satisfactory with a downward tendency
In theory of trade	-	the situation is very deficient.

In general, the situation is on the border of the grade 'satisfactory'.

In the second group of subjects the situation is satisfactory in Hebrew correspondence and in pricing and statistics, while it is deficient in clerical work and very deficient in theory of merchandizing.

The table's findings point, then, to an average assessment of the workers' vocational qualifications and in some subjects it is even below average.

Table no. 29: Distribution of book-keepers with two years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	6	3	8	4	112	59				
Adaptation to changes	14	7	35	19	77	41				
Thinking in economic terms			4	2	57	30	5	3	6	3
Teamwork			74	39	58	31				
Efficiency mindedness			28	15	104	55			40	21
Quality consciousness			28	15	64	34	40	21		
Responsibility	22	12	6	3	104	55				
Alertness	22	12	6	3	104	55				
Exactness	8	4	87	46	37	20				

Maximum number of workers - (100%) - 188

With respect to the personal qualifications of the book-keepers considered in the table it appears that the assessment is average. For most of the qualifications the situation is satisfactory. For "teamwork" and "exactness" the situation is good.

An examination of the findings on the vocational and personal qualifications shows that with regard to the workers considered, Tables no. 28 and no. 29, the assessment of the economy is on the border of satisfaction.

Table no. 30: Distribution of book-keepers with three years of secondary school, according to grades assessing their ability at present in the various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence			37	43	50	57				
English correspondence					32	37	8	9		
Economic geography									38	44
Commercial arithmetic			40	46	39	45				
Clerical work	10	11	42	48	37	43				
Elements of administration	10	11			37	43			35	40
Theory of trade	10	11			35	40			30	34
Accounting			45	52	42	48				
Calligraphy					47	100				
Hebrew typing									38	44
Hebrew stenography									38	44
Economics and management							35	40		
Costing and statistics							35	40		
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 87

In the first group of subjects the situation is good in accounting and in commercial arithmetic; it is satisfactory in theory of trade and in calligraphy.

In the second group of subjects the situation is good in clerical work, sstisfactory in Hebrew correspondence and deficient in pricing and statistics.

In general the assessment of the economy with respect to the vocational qualifications of the workers considered in this table is satisfactory to good.

Table no. 31: Distribution of book-keepers with three years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself			14	16	73	84				
Adaptation to changes			79	91	8	9				
Thinking in economic terms			14	16	38	44	35	40		
Teamwork			44	51	43	49				
Efficiency mindedness			44	51	43	49				
Quality consciousness			14	16	73	84				
Responsibility			49	56	30	35				
Alertness			57	66	30	35				
Exactness			87	100						

Maximum number of workers - (100%) - 87

The tabulated findings indicate a positive assessment with respect to the personal qualifications of the workers considered. Except for three qualifications for which the situation is satisfactory ("ability to learn by oneself", "thinking in economic terms", "quality consciousness"), the situation is good.

Table no. 32: Distribution of book-keepers with four years of secondary school, according to grades assessing their ability at present in the various subjects of study. (in figures and in percentages).

Subjects of study	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Hebrew correspondence	20	12	45	26	51	30	2	1	32	19
English correspondence	1	1	11	6	27	16	17	10	13	8
Economic geography			1	1	39	23			15	9
Commercial arithmetic	29	17	39	23	24	14			1	1
Clerical work	3	2	42	25	49	29	3	2		
Elements of administration	5	3	11	6	35	20			4	2
Theory of trade	2	1	17	10	25	15	3	2	1	1
Accounting	28	16	54	32	49	29	32	19	1	1
Calligraphy	6	3	54	32	20	12	33	20		
Hebrew typing			1	1	1	1			24	14
Hebrew stenography									21	12
Economics and management			2		37	22			4	2
Costing and statistics	1	1	15	9	34	20			1	1
Merchandizing theory	1	1			3	2			14	8
International trade, insurance	1	1	2	1	3	2			13	8

Maximum number of workers - (100%) - 171

In general there is no difference between the findings of this table and those of Table no. 31 dealing with book-keepers who have three years of secondary school.

With respect to the first group of subjects, the situation is good in accounting, commercial arithmetic and calligraphy; it is satisfactory in theory of trade.

In the second group of subjects the situation is satisfactory with regard to Hebrew correspondence, clerical work and pricing and statistics; it is deficient with regard to theory of merchandizing.

Table no. 33: Distribution of book-keepers with four years of secondary school, according to grades assessing their personal qualifications at present. (in figures and in percentages).

Qualifications	A Excellent		B Good		C Satisfactory		D Slightly Deficient		E Very Deficient	
	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%	Number of Workers	%
Ability to learn by oneself	6	4	91	53	47	27				
Adaptation to changes	7	4	53	31	83	49				
Thinking in economic terms			34	20	35	20			14	8
Teamwork	11	6	61	36	36	21	42	25	1	1
Efficiency mindedness	16	9	42	25	47	27	32	19		
Quality consciousness	16	9	40	23	10	6	32	19		
Responsibility	26	15	79	46	47	27				
Alertness	18	11	65	38	21	12			32	19
Exactness	19	11	96	56	5	3				

Maximum number of workers - (100%) - 171

It appears that the findings in this table are not substantially different from those in Table no. 32. The economy's assessment of the qualifications of the workers considered in Table no. 33 is generally good; for three qualifications it is just satisfactory ("adaptation to changes", "thinking in economic terms", "efficiency mindedness").

After having brought the findings assessing the vocational abilities and personal qualifications of those engaged in the various branches of office work (who participated in the sample), we wish to set out in the following tables the demands of the economy with regard to the vocational level and personal qualifications of the workers in the future.

We shall examine the demands of the economy according to the order of priorities which we set in the earlier discussion. That is, according to subjects of study of first priority and those of second priority. For each subject we shall consider the economy's demands according to two criteria:

1) The need to strengthen the teaching of a certain subject. (in the tables: "to strengthen slightly" (d), "to strengthen considerably" (e).

2) The absence of need to change the existing situation. (in the tables: "no need of change" (c)).

We shall not discuss the requirements of the economy in the future in regard to the number of workers since certain enterprises refused to note this datum.

Table no. 34: Distribution of secretary-clerks with two years of secondary school by grades expressing the economy's requirements for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					178	59	75	25		
English correspondence					39	13	36	12	60	20
Economic geography					96	32	15	5		
Commercial arithmetic					154	51	60	20		
Clerical work					134	44	102	34	60	20
Elements of administration					168	55	21	7		
Theory of trade					161	53				
Accounting					157	52	85	28		
Calligraphy					221	73	53	17	10	3
Hebrew typing					117	38	32	11		
Hebrew stenography					96	32	12	4		
Economics and management										
Costing and statistics					15	5				
Merchandizing theory										
International trade, insurance										

Maximum number of workers - 304 (100%).

Number of workers required in the future - 304 as against 419 (!).

According to the above tabulated findings there is a demand on the part of the economy for an increase in the teaching of the subject "clerical work".

As to the other subjects classified in the two groups, the first and the second - there is no need, according to the findings in this table, to strengthen the instruction. This judgment applies to the subjects: Hebrew correspondence, calligraphy, Hebrew typing and theory of trade. No details were obtained here with respect to the subject economics and management.

There is a requirement on the part of the economy for an increase in the teaching of English correspondence and economic geography.

Table no. 35: Distribution of secretary-clerks with two years of secondary school, by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					84	28	198	65		
Adaptation to changes					67	22	208	68		
Thinking in economic terms					28	9	117	38		
Teamwork					163	54	122	40		
Efficiency mindedness					185	61	87	29	13	4
Quality consciousness					85	28	12	4	73	24
Responsibility					170	56	41	13	74	24
Alertness					155	51	127	42	3	1
Exactness					157	52	115	38	13	4

Maximum number of workers -304 (100%).

Number of workers required in the future - 304 as against 419 at present.

The economy's demands with respect to the personal qualifications of the workers seem to us requests directed to the educational institutions training office workers and to those preparing to engage in office work. It is clear that personal qualifications are not just a subject of study and the strengthening of instruction by itself is not likely to improve the level of ability as required. However, we hope that the educational institution for the training of office workers does not content itself with providing education and skills only but also attempts to implant in its students desirable work habits and patterns and therefore it is important for these training institutions to know what qualifications are viewed as important by the economy.

According to Table no. 35 there is a need to raise the level of th following qualifications: "ability to learn by oneself", "adaptation to change", "thinking in economic terms", "quality consciousness".

It seems to us that additional education and training are likely to contribute to an improvement of the level of these qualifications. (This applies especially to the first two qualifications).

Table no. 36: Distribution of secretary-clerks with three years of secondary school by grades expressing the economy's requirements with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					79	81				
Adaptation to changes					79	81				
Thinking in economic terms					69	71	10	10		
Teamwork					79	81				
Efficiency mindedness					79	81				
Quality consciousness					69	71				
Responsibility					79	81				
Alertness					79	81				
Exactness					69	71	10	10		

Maximum number of workers - (100%) - 97

Number of workers required in the future - 97 as against 183 at present.

The economy expresses satisfaction with the personal qualifications of the workers considered in this table and there is no demand for their improvement.

We saw, according to Table no. 35, that no request was expressed for an improvement in the level of achievement and so forth in the various subjects of study.

Table no. 37: Distribution of secretary-clerks with four years of secondary school by grades expressing the economy's demands for an improvement of their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					143	40	99	28	2	0.6
English correspondence					65	18	69	19	13	4
Economic geography					110	31	10	3		
Commercial arithmetic					94	26	80	22		
Clerical work					111	31	98	28	18	5
Elements of administration					75	21	95	27	17	5
Theory of trade					65	18	70	20	12	3
Accounting					130	37	30	8	36	10
Calligraphy					139	39	56	16		
Hebrew typing					58	16	34	10	17	5
Hebrew stenography					51	14	2	0.6	15	4
Economics and management					64	18			25	7
Costing and statistics					91	26	4	1	27	8
Merchandizing theory					36	10			25	7
International trade, insurance					20	6			41	11

Maximum number of workers - (100%) - 354

Number of workers required in the future - 354 as against 193 at present.

Of the subjects classified as the first group there is need for improvement of the situation in "clerical work". Of the subjects second in importance, "theory of trade" needs improvement and "Hebrew correspondence" needs to be improved somewhat.

As to the subjects not included in the classification it appears that the economy's demand for improvement of the level is in the following subjects:

English correspondence
Elements of administration
International trade, insurance.

From the list of subjects requiring improvement in the economy's view, it may be assumed that the clerks whose grades were set out in this table are employed at special duties requiring knowledge and proficiency in the above mentioned subjects. Therefore it would not be accurate to compare the extent of improvement needed from each of the groups of workers.

On the other hand, one learns from the above list of subjects of the economy's demand for a broad education of the workers with four years of secondary school.

Table no. 38: Distribution of secretary-clerks with four years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself	69		19		115		32		28	8
Adaptation to changes	51		14		141		40		5	1
Thinking in economic terms	78		22		25		7		15	4
Teamwork	96		27		128		36		2	0.6
Efficiency mindedness	112		32		96		27		37	10
Quality consciousness	61		17		82		23		26	7
Responsibility	71		20		148		42		27	8
Alertness	84		24		123		35		28	8
Exactness	65		18		152		43		28	8

Maximum number of workers - (100%) - 354

Number of workers required in the future - 354 as against 193 at present.

The findings in this table point to a distinct demand for a rise in the level of qualifications in all categories except for "thinking in economic terms".

We assume that this demand, like the one for an increase in proficiency in the subjects of study, (Table no. 38), stems from the nature of the duties which the economy assigns to trained workers with four years of secondary school.

Table no. 39: Distribution of typists with two years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence	55		27		36		17		35	17
English correspondence	55		27		31		15		40	19
Economic geography	55		27							
Commercial arithmetic	55		27							
Clerical work	90		43		31		15		10	5
Elements of administration	55		27							
Theory of trade	55		27							
Accounting	90		43							
Calligraphy	90		43		30		14.5			
Hebrew typing	24		12		102		49			
Hebrew stenography	55		27		30		14.5			
Economics and management	40		19							
Costing and statistics	40		19							
Merchandizing theory	40		19							
International trade, insurance	40		19							

Maximum number of workers - (100%) - 207

Number of workers required in the future - 209 as against 174 at present.

According to the findings in this table an improvement is demanded in typing and in Hebrew correspondence (from the first group of subjects). There is no need for a change in the situation with respect to calligraphy and clerical work (from the second group of subjects).

An additional demand of the economy is the improvement of proficiency in English correspondence. We noted earlier that because of lack of data we would not consider typists in English but would regard all workers engaged in this occupation as typists in Hebrew.

Table no. 40: Distribution of typists with two years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself			9	4			112	54		
Adaptation to changes			10	5			111	53		
Thinking in economic terms			85	41						
Teamwork			55	26			66	32	5	2
Efficiency mindedness			9	4			76	36	36	17
Quality consciousness			44	21			66	32	15	7
Responsibility			40	19			66	32	20	10
Alertness			39	19			82	39	5	2
Exactness			55	26			66	32	5	2

Maximum number of workers - (100%) - 209

Number of workers required in the future - 209 as against 174 at present.

Except for the qualification "thinking in economic terms", the economy demands an improvement in the qualifications listed in the table above.

Table no. 41: Distribution of typists with three years of secondary school by grades expressing the economy's demands for a change of their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					8	80				
English correspondence					5	50			2	20
Economic geography					5	50				
Commercial arithmetic										
Clerical work					5	50				
Elements of administration					5	50				
Theory of trade					5	50				
Accounting					5	50				
Calligraphy					5	50				
Hebrew typing					8	80				
Hebrew stenography										
Economics and management					5	50				
Costing and statistics					5	50				
Merchandizing theory					5	50				
International trade, insurance					5	50				

Maximum number of workers - (100%) - 10

Number of workers required in the future is the same as the number at present (10).

The findings in this table show that the economy is satisfied with the level of knowledge and performance in the listed subjects of study. (There is a certain demand for an improvement of the situation in English correspondence).

Table no. 42: Distribution of typists with three years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							5	50		
Adaptation to changes					5	50				
Thinking in economic terms					5	50				
Teamwork							8	80		
Efficiency mindedness					5	50				
Quality consciousness					5	50				
Responsibility							5	50		
Alertness					5	50				
Exactness					8	80				

Maximum number of workers - (100%) - 10

Number of workers required in the future is the same as the number at present (10).

The economy requires improvement of three qualifications:

ability to learn by oneself

teamwork

responsibility.

With respect to the remaining qualifications the economy expresses satisfaction with the present situation.

Table no. 43: Distribution of typists with four years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					3	18	2	12		
English correspondence					3	18				
Economic geography					3	18				
Commercial arithmetic									3	18
Clerical work					3	18	2	12		
Elements of administration					3	18				
Theory of trade					3	18				
Accounting					3	18				
Calligraphy					3	18				
Hebrew typing							15	88		
Hebrew stenography					3	18				
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 27

Number of workers required in the future - 27 as against 17 at present.

From the demands of the economy it seems that the typists considered in the table are not engaged at typing only. There is a demand for an improvement of their knowledge in commercial arithmetic and in Hebrew typing. We assume that workers,one of whose jobs is typing,are under consideration.

Table no. 44: Distribution of typists with four years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							5	19		
Adaptation to changes			3	11			2	7		
Thinking in economic terms			3	11						
Teamwork			2	7			3	11		
Efficiency mindedness			2	7			3	11		
Quality consciousness			2	7			3	11		
Responsibility			5	19						
Alertness			5	19			10	37		
Exactness							15	56		

Maximum number of workers - (100%) - 27

Number of workers required in the future - 27 as against 17 at present.

The above tabulated findings point to the demand for an improvement of the level of personal qualifications except for "thinking in economic terms" and "responsibility" for which the existing situation is satisfactory.

An examination of the economy's demands with respect to the personal qualifications of those with two, three and four years of secondary school, shows that the demand for raising the level of qualifications is prominent at the two extremes - for those with two years of secondary school and those with four. Our assumption is that the office workers under consideration perform a variety of duties and therefore the demanded levels differ.

Table no. 45: Distribution of bank clerks and cashiers with two years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence							15	100		
English correspondence										
Economic geography										
Commercial arithmetic										
Clerical work							15	100		
Elements of administration							15	100		
Theory of trade										
Accounting										
Calligraphy										
Hebrew typing										
Hebrew stenography										
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 15

Number of workers required in the future - 15 as against 82 at present.

We chose as subjects of study of first priority in this occupation the subjects Hebrew correspondence and clerical work.

With respect to these two subjects there is a demand by the economy for an increase in the proficiency of those engaged as bank clerks and cashiers.

With regard to the second group of subjects:

calligraphy
theory of trade
economics and management,

there is no data in this table.

A subject additional to those mentioned above in which the economy requires an increase of proficiency, is elements of administration.

Table no. 46: Distribution of bank clerks and cashiers with two years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							15	100		
Adaptation to changes							15	100		
Thinking in economic terms										
Teamwork							15	100		
Efficiency mindedness							15	100		
Quality consciousness							15	100		
Responsibility							15	100		
Alertness							15	100		
Exactness							15	100		

Maximum number of workers - (100%) - 15

Number of workers required in the future - 15 as against 82 at present.

The above tabulated findings point to a demand by the economy for an improvement of the situation with respect to all of the qualifications (except for "thinking in economic terms" for which data is lacking).

Table no. 47: Distribution of bank clerks and cashiers with three years of secondary school by grades expressing the economy's demands for a change in their ability, in the future, according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence							60	100		
English correspondence					25	42				
Economic geography							25	42		
Commercial arithmetic					25	42	35	58		
Clerical work					60	100				
Elements of administration					25	42	35	58		
Theory of trade					35	58				
Accounting					35	58	25	42		
Calligraphy					60	100				
Hebrew typing										
Hebrew stenography										
Economics and management							25	42		
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 60

Number of workers required in the future - 60 as against 95 at present.

In the group of subjects of first importance there is no need, in the view of the economy, for an improvement of proficiency in Hebrew correspondence, and in the second group, of proficiency in economics and management.

As to the other subjects appearing in the table, the economy demands an improvement of the proficiency in economic geography, commercial arithmetic and elements of administration.

Table no. 48: Distribution of bank clerks and cashiers with three years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							60	100		
Adaptation to changes					35	58	25	42		
Thinking in economic terms					25	42				
Teamwork					25	42	35	58		
Efficiency mindedness					25	42				
Quality consciousness										
Responsibility					25	42	35	58		
Alertness					25	42	35	58		
Exactness					25	42	35	58		

Maximum number of workers - (100%) - 60

Number of workers required in the future - 60 as against 95 at present.

The above tabulated findings point to the need, in the opinion of the economy, for an improvement of the following personal qualifications:

ability to learn by oneself

teamwork

responsibility

alertness

exactness.

Table no. 49: Distribution of bank clerks with four years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					100	56	80	44		
English correspondence					71	39	29	16	5	3
Economic geography					91	50				
Commercial arithmetic					49	27	120	67		
Clerical work					166	92	9	5		
Elements of administration					26	14	145	81		
Theory of trade					146	81	20	11		
Accounting					141	78	25	14		
Calligraphy					141	78	34	19		
Hebrew typing					26	14	9	5		
Hebrew stenography					24	13				
Economics and management					71	39				
Costing and statistics					46	25				
Merchandizing theory					26	14				
International trade insurance					22	12			4	2

Maximum number of workers - (100%) - 180

Number of workers required in the future - 180 as against 75 at present.

According to the findings in the above table there is no need of a change in the framework of study and level of proficiency of the workers in either of the two groups of subjects. However, it appears that there is a demand for an increase of proficiency in commercial arithmetic and elements of administration.

The importance of those two subjects for bank clerks and cashiers is evident from the findings in the three tables which consider these workers. These findings all show a demand for an increase of proficiency in those areas. (With regard to commercial arithmetic, only Tables no. 47 and no. 49.)

Table no. 50: Distribution of bank clerks and cashiers with four years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					24	13	154	85	2	1
Adaptation to changes					79	44	94	52	2	1
Thinking in economic terms					46	25	45	25		
Teamwork					89	49	86	48		
Efficiency mindedness					91	50	9	5	75	42
Quality consciousness					26	14	29	16		
Responsibility					33	18	142	79		
Alertness					35	19	115	64		
Exactness					35	19	140	78		

Maximum number of workers - (100%) - 180

Number of workers required in the future - 180 as against 75 at present.

For most of the qualifications there is evident a demand for an increase in the level of personal qualifications.

For the three qualifications "thinking in economic terms", "teamwork" and "efficiency mindedness", the opinion of the economy divides almost down the middle, between the demand for an improvement of the situation and satisfaction with the present situation.

Table no. 51: Distribution of stenographer-typists with three years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence							100	100		
English correspondence										
Economic geography										
Commercial arithmetic										
Clerical work										
Elements of administration									100	100
Theory of trade										
Accounting										
Calligraphy										
Hebrew typing									100	100
Hebrew stenography										
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 100

Number of workers required in the future - 100 as against 108 at present.

Much data is lacking in this table. According to the findings it contains, proficiency should be increased in Hebrew typing and in Hebrew correspondence. These subjects belong to the groups we chose as important for this occupation.

An additional demand of the economy is for an increase of proficiency in "elements of administration".

Table no. 52: Distribution of stenographer-typists with three years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					5	100				
Adaptation to changes					5	100				
Thinking in economic terms										
Teamwork					5	100				
Efficiency mindedness					5	100				
Quality consciousness					5	100				
Responsibility										
Alertness					5	100				
Exactness					5	100				

Maximum number of workers - (100%) - 5

Number of workers required in the future is the same as the number at present (5).

The tabulated findings point to the economy's satisfaction with the present level of the workers engaged in this occupation.

Table no. 53: Distribution of stenographer-typists with four years of secondary school by grades expressing the economy's demands for a change in their ability, in the future, according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					18	53	10	29	6	18
English correspondence					14	41	14	41	6	18
Economic geography					8	24				
Commercial arithmetic					10	29	6	18		
Clerical work					20	59	11	32		
Elements of administration					5	15	21	62		
Theory of trade					5	15				
Accounting					13	38				
Calligraphy					18	53	6	18	10	29
Hebrew typing					23	68	11	32		
Hebrew stenography					14	41	10	29	5	15
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 34

Number of workers required in the future - 34 as against 19 at present.

According to the above tabulated findings there is need of increasing proficiency in Hebrew stenography, from among the group of subjects of first priority. From the second group, proficiency in Hebrew correspondence needs to be increased.

Other subjects in which the economy wishes the level of knowledge increased are English correspondence and elements of administration.

Table no. 54: Distribution of stenographer-typists with four years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					10	29	14	41		
Adaptation to changes					9	26	15	44		
Thinking in economic terms					8	24				
Teamwork					9	26	11	32		
Efficiency mindedness					10	29	9	26	10	29
Quality consciousness					3	9	21	62	5	15
Responsibility					13	38	11	32	5	15
Alertness					13	38	16	47		
Exactness					13	38	16	47		

Maximum number of workers - (100%) - 34

Number of workers required in the future - 34 as against 19 at present.

Except for "thinking in economic terms" there is a demand for an increase of the level of all personal qualifications listed in the table.

It seems to us that the economy, although satisfied with the workers' qualifications, both the vocational and personal ones, is interested in assigning workers of this type, who have four years of secondary school, to more complex duties and hence the demand for improvement with respect to the future.

Table no. 55: Distribution of book-keepers with two years of secondary school by grades expressing the economy's demands for a change in their ability in the future according to the various subjects of study.

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					55	48	11	10	7	6
English correspondence					12	10			11	10
Economic geography					12	10				
Commercial arithmetic					15	13	40	35	15	13
Clerical work					7	6	54	47		
Elements of administration					4	3	14	12	88	77
Theory of trade					12	10	7	6	40	35
Accounting					18	16	8	7	80	70
Calligraphy					15	13	11	10	40	35
Hebrew typing					12	10				
Hebrew stenography					8	7			4	3
Economics and management					4	3			48	42
Costing and statistics							4	3	48	42
Merchandizing theory					12	10				
International trade, insurance					12	10				

Maximum number of workers - (100%) - 115

Number of workers required in the future - 115 as against 188 at present.

The findings in this table point to a general demand for an increase in knowledge and performance in all subjects of the first group: accounting, commercial arithmetic, theory of trade, calligraphy.

In regard to the second group, proficiency has to be increased in clerical work, and in pricing and statistics.

As well, the economy demands better knowledge of: economics and management, elements of administration, English correspondence.

Table no. 56: Distribution of book-keepers with two years of secondary school expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							107	93		
Adaptation to changes					12	10	95	83		
Thinking in economic terms					4	4	57	49		
Teamwork					49	43	64	56		
Efficiency mindedness					8	7	65	57		
Quality consciousness					12	10	101	88		
Responsibility					12	10	101	88		
Alertness					12	10	101	88		
Exactness					39	34	74	64		

Maximum number of workers - (100%) - 115

Number of workers required in the future - 115 as against 188 at present.

The economy demands an improvement in the level of all personal qualifications listed in the table.

An examination of the two tables (no. 55 and no. 56) shows that there is dissatisfaction in regard to the knowledge and qualifications of book-keepers with two years of high school and that the demand from those who are to engage in this occupation in the future is for an improvement of the situation in all of the areas.

Table no. 57: Distribution of book-keepers with three years of secondary school by grades expressing the economy's demands for a change in their ability, in the future, according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce considerably		b to reduce somewhat		c no need of change		d to strengthen somewhat		e to strengthen considerably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					30	94				
English correspondence							30	94		
Economic geography					30	94				
Commercial arithmetic							30	94		
Clerical work							30	94		
Elements of administration					30	94				
Theory of trade					30	94				
Accounting					30	94				
Calligraphy					30	94				
Hebrew typing					30	94				
Hebrew stenography					30	94				
Economics and management										
Costing and statistics										
Merchandizing theory										
International trade, insurance										

Maximum number of workers - (100%) - 32

Number of workers required in the future - 32 as against 87 at present.

In general, it can be said with respect to the economy's demand from potential book-keepers, as expressed in this table, that there is satisfaction with the present level. Compared to the demand for an increase of proficiency in all of the subjects and qualifications which we saw in Tables no. 55 and no. 56, the above table shows a need for an increase in the level of proficiency in commercial arithmetic, in the group of subjects of first importance, and in clerical work which is in the second group.

A more suitable level is also called for in English correspondence.

Table no. 58: Distribution of book-keepers with three years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself							30	94		
Adaptation to changes					30	94				
Thinking in economic terms							30	94		
Teamwork					30	94				
Efficiency mindedness					30	94				
Quality consciousness							30	94		
Responsibility							30	94		
Alertness							30	94		
Exactness					30	94				

Maximum number of workers - (100%) - 32

Number of workers required in the future - 32 as against 87 at present.

The findings in this table point to the demand for an increase in the level of the following personal qualifications:

thinking in economic terms

quality consciousness

responsibility

alertness.

Also this table shows a lower number of qualifications requiring improvement compared to Table no. 56.

Table no. 59: Distribution of book-keepers with four years of secondary school by grades expressing the economy's demands for a change in their ability, in the future, according to the various subjects of study. (in figures and in percentages).

Subjects of study	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	number of workers	%	number of workers	%	number of workers	%	number of workers	%
Hebrew correspondence					97	33	52	17	92	31
English correspondence					64	22	28	9	24	8
Economic geography					72	24	26	9	6	2
Commercial arithmetic					44	15	145	49		
Clerical work					95	32	92	31	17	6
Elements of administration					75	25	37	12	53	14
Theory of trade					88	30	2	1	41	14
Accounting					86	29	152	51	39	13
Calligraphy					67	23	70	24	84	28
Hebrew typing					64	22	12	4	7	2
Hebrew stenography					65	22	1			
Economics and management					65	22	15	5	35	12
Costing and statistics					79	27	36	12	36	12
Merchandizing theory					47	16	1			
International trade, insurance					41	14	15	5	6	2

Maximum number of workers - (100%) - 297

Number of workers required in the future - 297 as against 171 at present.

Except in theory of trade, there is need of improvement of the level in all subjects in the group of first importance, i.e., accounting, commercial arithmetic, calligraphy.

In the second group there is need for improving the level of Hebrew correspondence and clerical work.

In addition to the above subjects there is a demand for improvement of the level of proficiency in the elements of administration.

In this table is repeated the picture which we saw in Table no. 55 with respect to book-keepers with two years of secondary school. Our assumption is that Table no. 59 considers book-keepers with complex duties requiring an extensive and sound range of knowledge.

Table no. 60: Distribution of book-keepers with four years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future. (in figures and in percentages).

Qualifications	a to reduce consider-ably		b to reduce somewhat		c no need of change		d to streng-then some-what		e to streng-then consider-ably	
	number of workers	%	numbe- of workers	%	number of workers	%	number of workers	%	number of workers	%
Ability to learn by oneself					65	22	100	34	32	11
Adaptation to changes					110	37	53	18	43	14
Thinking in economic terms					55	19	43	14	42	14
Teamwork					27	9	113	38	69	23
Efficiency mindedness					26	9	93	31	78	26
Quality consciousness					49	17	78	26	32	11
Responsibility					102	34	75	25	32	11
Alertness					56	19	96	32	32	11
Exactness					60	20	118	40	32	11

Maximum number of workers - (100%) - 297

Number of workers required in the future - 297 as against 171 at present.

Except in "adaptation to changes" and "responsibility", this table expresses the economy's demand for an improvement in the level of all the qualifications. Such demand may indicate dissatisfaction of the economy with the work force at present, however, it appears that in this case the demand for an increased level of vocational and personal qualifications is a forecast of the duties which the workers considered are likely to perform.

Table no. 61: The prevalent grades assessing the ability of secretary-clerks at present, by subject of study and level of education.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Clerical work	good	satisfactory	good
Hebrew correspondence	satisfactory	good	good
Calligraphy	good	good	good
Hebrew typing	slightly deficient	slightly deficient	satisfactory
Theory of trade	good	satisfactory	satisfactory
Economics and management	very deficient	very deficient	very deficient

Table no. 62: The prevalent grades expressing the economy's demands for a change in ability of secretary-clerks in the future, by subject of study and level of education.
The grades: A = no need of change
B = need of change.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Clerical work	B	A	B
Hebrew correspondence	A	A	A
Calligraphy	A	A	A
Typing	A	A	B
Theory of trade	A	A	B
Economics and management	-	A	A
Other subjects in which the economy seeks strengthening of teaching	English correspondence Economic geography	-	English correspondence Elements of administration International trade, insurance

Table no. 63: The prevalent grades assessing the personal qualifications of secretary-clerks at present, by qualifications and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	good	good	satisfactory
Adaptation to changes	good	good	good
Thinking in economic terms	satisfactory	good	good
Teamwork	good	good	good
Efficiency mindedness	good	good	good
Quality consciousness	satisfactory	good	good
Responsibility	satisfactory	good	good
Alertness	good	good	good
Exactness	good	good	satisfactory

Table no. 64: The prevalent grades expressing the economy's demand with respect to the personal qualifications of secretary-clerks in the future by qualification and educational level.
The grades: A = no need of change
B = need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	B	A	B
Adaptation to changes	B	A	B
Thinking in economic terms	B	A	-
Teamwork	A	A	B
Efficiency mindedness	A	A	B
Quality consciousness	B	A	B
Responsibility	A	A	B
Alertness	A	A	B
Exactness	A	A	B

SUMMARY OF FINDINGS WITH RESPECT TO SECRETARY-CLERKS

Tables no. 61 and no. 62 point to the economy's satisfaction with the level of the workers in the subjects of study of first priority. The grade is 'satisfactory' to 'good'. Along with this the economy demands an improvement of the level in clerical work in the future.

As to the group of subjects second in importance, the economy is not satisfied with the workers and the level is particularly deficient in 'economics and management'. On the one hand disappointment was expressed in regard to those subjects while on the other hand there is no demand for an improvement of the level, and it appears that the economy believes that these subjects are not required for those engaged in secretarial-clerical work (see, in particular, economics and management in Table no. 62).

The additional subjects of study required, in the opinion of the economy, are:

English correspondence
Economic geography
Elements of administration
International trade, insurance.

The demand for an improvement of the level in these subjects was expressed at the different educational levels, and for each level different demands were expressed. The subject which was required in common by all levels was English correspondence.

Tables no. 63 and 64 point to the economy's satisfaction with the level of personal qualifications at present. However, there is a demand for a general improvement in the future. This demand is especially prominent for the higher educational level - four years of secondary school. We assume that the economy assigns these workers complex duties requiring first-class proficiency and personal qualifications.

Table no. 65: The prevalent grades assessing the ability of bank-clerks and cashiers at present by subject of study and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Hebrew correspondence	satisfactory	good	good
Clerical work	satisfactory	satisfactory	satisfactory
Calligraphy	good	good	good
Theory of trade	satisfactory	satisfactory	good
Economics and management	satisfactory	-	good

Table no. 66: The prevalent grades expressing the economy's demands for a change in the ability of bank-clerks and cashiers in the future by subject of study and educational level.
The grades: A = no need of change
B = need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Hebrew correspondence	B	B	A
Clerical work	B	A	A
Calligraphy	-	A	A
Theory of trade	-	A	A
Economics and management	-	B	A
Additional subjects for which economy demands strengthened teaching	elements of administration	economic geography commercial arithmetic elements of administration.	commercial arithmetic elements of administration

Table no. 67: The prevalent grades assessing personal qualifications of bank-clerks and cashiers at present by qualification and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	satisfactory	good	good
Adaptation to changes	satisfactory	good	good
Thinking in economic terms	good	good	good
Teamwork	good	good	good
Efficiency mindedness	satisfactory	satisfactory	good
Quality consciousness	satisfactory	good	good
Responsibility	good	good	good
Alertness	good	good	good
Exactness	good	good	good

Table no. 68: The prevalent grades expressing the economy's demands in regard to the personal qualifications of bank-clerks and cashiers in the future by qualification and educational level.
The grades: A = no need of change
B = need of change.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	B	B	B
Adaptation to changes	B	A	B
Thinking in economic terms	-	A	A
Teamwork	B	B	A
Efficiency mindedness	B	A	A
Quality consciousness	B	-	B
Responsibility	B	B	B
Alertness	B	B	B
Exactness	B	B	B

SUMMARY OF FINDINGS IN REGARD TO BANK-CLERKS AND CASHIERS

Tables no. 65 and no. 66 point to the economy's satisfaction with the level of the workers in the various subjects of study (in both groups of subjects). The grade is 'good' and the economy does not express a demand for an improvement of the level in the future (except for the demand for an improvement in Hebrew correspondence).

In addition to the two noted groups of subjects of study, there is a demand for an improvement of the level in:

elements of administration
commercial arithmetic.

Tables no. 67 and no. 68 point, in general, to the economy's satisfaction with the level of personal qualifications of the staff; the situation at present is 'good' but a relative improvement is demanded for the future. This demand is particularly evident with respect to the lowest level of education considered - that of two years of secondary school.

Table no. 69: The prevalent grades assessing the ability of typists at present by subject of study and educational level

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Hebrew typing	satisfactory	good	good
Hebrew correspondence	satisfactory	good	good
Calligraphy	satisfactory	good	good
Clerical work	satisfactory	satisfactory	satisfactory

Table no. 70: Distribution of prevalent grades expressing the economy's demands for a change in the ability of typists in the future according to subject of study and educational level.
The grades: A = no need of change
B = need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Hebrew typing	B	A	B
Hebrew correspondence	B	A	A
Calligraphy	A	A	A
Clerical work	A	A	A
Additional subjects in which economy wishes teaching strengthened	English correspondence	English correspondence	Commercial Arithmetic

Table no. 71: The prevalent grades assessing the personal qualifications of typists at present by qualification and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	satisfactory	satisfactory	good
Adaptation to change	satisfactory	-	good
Thinking in economic terms	satisfactory	very deficient	very deficient
Teamwork	satisfactory	satisfactory	good
Efficiency mindedness	satisfactory	satisfactory	good
Quality consciousness	satisfactory	satisfactory	good
Responsibility	satisfactory	satisfactory	good
Alertness	good	satisfactory	good
Exactness	satisfactory	good	good

Table no. 72: The prevalent grades expressing the economy's demand with respect to the personal qualifications of typists in the future by qualification and educational level.
The grades: A = no need of change
B = need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	B	B	B
Adaptation to change	B	A	A
Thinking in economic terms	A	A	A
Teamwork	B	B	B
Efficiency mindedness	B	A	B
Quality consciousness	B	A	B
Responsibility	B	B	A
Alertness	B	A	B
Exactness	B	A	B

SUMMARY OF FINDINGS IN REGARD TO TYPISTS

Tables no. 69 and no. 70 show that the economy is satisfied in regard to the level of the workers in the subjects of study noted by us in the two groups, in the first and in the second. The situation at present is 'good'. However, with respect to the future there is a demand by the economy for an improvement of the situation in Hebrew typing. An additional subject demanded by the economy for the future is English correspondence.

Tables no. 71 and no. 72 point to the economy's satisfaction with respect to the personal qualifications of the workers at present. However, there is a demand for an improvement of the level in the future.

Table no. 73: The prevalent grades assessing the ability of stenographer-typists at present by subject of study and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Hebrew stenography	slightly deficient	slightly deficient	good
Hebrew typing	satisfactory	excellent	good
Calligraphy	good	satisfactory	good
Hebrew correspondence	satisfactory	good	good
Clerical work	slightly deficient	good	good

Table no. 74: The prevalent grades expressing the economy's demands for a change in the ability of stenographer-typists in the future by subject of study and educational level.
The grades: A = no need of change
B = need of change

Subject	3 years of secondary school	4 years of secondary school
Hebrew stenography	-	B
Hebrew typing	B	A
Calligraphy	-	A
Hebrew correspondence	B	B
Clerical work	-	A
Additional subjects whose teaching must be strengthened	Elements of administration	English correspondence Elements of administration

Table no. 75: The prevalent grades expressing the economy's demands in regard to the personal qualifications of stenographer-typists in the future by qualification and educational level.
The grades: A = no need of change
B = need of change

Subject	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	A	B
Adaptation to changes	A	B
Thinking in economic terms	A	-
Teamwork	A	B
Efficiency mindedness	A	B
Quality consciousness	A	B
Responsibility	A	B
Alertness	A	B
Exactness	A	B

Table no. 76: The prevalent grades assessing the personal qualifications of stenographer-typists at present by qualification and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	satisfactory	excellent	good
Adaptation to changes	very deficient	-	good
Thinking in economic terms	very deficient	-	good
Teamwork	satisfactory	good	good
Efficiency mindedness	very deficient	good	good
Quality consciousness	very deficient	good	good
Responsibility	very deficient	good	good
Alertness	very deficient	excellent	good
Exactness	very deficient	excellent	good

SUMMARY OF FINDINGS IN REGARD TO STENOGRAPHER-TYPISTS

Tables no. 73 and no. 74 point to the economy's satisfaction in regard to the level of the workers in the subjects of study which we listed in the first and second groups. As to the economy's requirements in the future, there is need of a change with respect to the subjects of study of those with three years of secondary school, and in regard to those with four years of secondary school in the future, there is need of a change in Hebrew stenography and in Hebrew correspondence.

Tables no. 75 and no. 76 point to the satisfaction of the economy with the personal qualifications of the workers. As to the future, there is evident a demand for an improvement of the level in regard to those with four years of secondary school.

Table no. 77: The prevalent grades assessing the ability of book-keepers at present by subject of study and educational level

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Accounting	satisfactory	good	good
Commercial arithmetic	satisfactory	good	good
Theory of trade	very deficient	satisfactory	satisfactory
Calligraphy	satisfactory	satisfactory	good
Hebrew correspondence	satisfactory	satisfactory	satisfactory
Clerical work	slightly deficient	good	satisfactory
Pricing and statistics	satisfactory	slightly deficient	satisfactory
Theory of merchandising	very deficient	-	slightly deficient

Table no. 78: The prevalent grades expressing the economy's demands for a change in the ability of book-keepers in the future by subject of study and educational level
Grades: A-no need of change; B-need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Accounting	B	A	B
Commercial arithmetic	B	B	B
Theory of trade	B	A	A
Calligraphy	B	A	B
Hebrew correspondence	A	A	B
Clerical work	B	B	B
Pricing and statistics	B	-	A
Theory of merchandising	-	-	A
Additional subjects whose teaching must be strengthened	Economics and management English correspondence Elements of administration	English correspondence	Elements of administration

Table no. 79: The prevalent grades assessing the personal qualifications of book-keepers at present by qualification and educational level.

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	satisfactory	satisfactory	good
Adaptation to changes	satisfactory	good	satisfactory
Thinking in economic terms	satisfactory	satisfactory	satisfactory
Teamwork	good	good	good
Efficiency mindedness	satisfactory	good	satisfactory
Quality consciousness	satisfactory	satisfactory	good
Responsibility	satisfactory	good	good
Alertness	satisfactory	good	good
Exactness	good	good	good

Table no. 80: The prevalent grades expressing the economy's demands in regard to the personal qualifications of book-keepers in the future by qualification and by educational level.
The grades: A - no need of change
B - need of change

Subject	2 years of secondary school	3 years of secondary school	4 years of secondary school
Ability to learn by oneself	B	B	B
Adaptation to changes	B	A	A
Thinking in economic terms	B	B	B
Teamwork	B	A	B
Efficiency mindedness	B	A	B
Quality consciousness	B	B	B
Responsibility	B	B	A
Alertness	B	B	B
Exactness	B	A	B

SUMMARY OF FINDINGS IN REGARD TO BOOK-KEEPERS

Tables no. 77 and no. 78 point to the economy's satisfaction at present with the level of the staff in the subjects of study indicated by us in the first and second groups. At the same time there is a general need for an improvement of the level in the future.

The additional subjects in which the economy demands an improvement of the level and increased study are:

English correspondence
Elements of administration.

Tables no. 79 and no. 80 point to the economy's satisfaction with the level of qualifications of the staff at present. The situation is 'satisfactory' to 'good'. However, in regard to the future there is apparent a demand by the economy for an improvement of all qualifications.

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A summary of the findings in the tables dealing with the various secondary occupations in office work points to a lack of consistency between the assessment at present and the economy's demands for the future. In general, and without reference to specific occupations, the economy expresses satisfaction with the level of knowledge in the various subjects of study and with the level of personal qualifications. In terms of grades the situation may be described as 'satisfactory' to 'good'. However, the findings show that there is also a clear demand by the economy for an improvement of the level, both vocationally and in personal qualifications, for the future.

The demand for change and improvement in the future is particularly prominent with regard to the high educational level, i.e. those with four years of secondary school.

We assume that this lack of consistency is due to the prospective duties which will be assigned to the staff with the economy's development and perhaps also to psychological motives governed by the wish to see in the future a society with higher achievements.

The following tables consider the findings relating to all branches of office work without distinguishing between the different occupations included in it. The independent variables in these tables will be the education of the staff, namely the number of years of secondary schoo .

Table no. 81: Distribution of workers at present by years of study and vocational training (in percentages).

Elementary education	One year secondary	Two years secondary	Three years secondary	Four years secondary	Higher education	Vocational courses	Total
261	48	1094	662	663	17	19	2754
9.4%	1.7%	39%	24%	24%	0.6%	0.68%	100%

Table no. 82: Distribution of workers, according to the economy's demands for the future, by years of education and vocational preparation (in percentages).

Elementary education	One year secondary	Two years secondary	Three years secondary	Four years secondary	Higher education	Vocational courses	Total
53	20	503	145	845	16	-	1157
3.3%	2.3%	31.2%	9.1%	53.0%	1.1%	-	100%

Remarks: 1) A number of institutions did not note the number of workers desirable in the future, for various reasons (e.g. Ellern Bank, which was about to be liquidated noted 0 as the number of workers for the future).

2) Most workers who completed two years of secondary school are graduates of private two-year commercial schools not under the supervision of the Education Ministry.

From Table no. 81 it appears that the largest category of workers (39%) has two years of secondary or two years of uninspected private commercial school. (The Education Ministry began to inspect commercial schools just a few years ago and the number of graduates who have benefited from this inspection is still to few to provide a reliable picture of their level.)

In Table no. 82, in which the future is considered, there is evident the aim to improve the education of the workers. The number of those with four years of secondary school is up from 24% to 53%, while those with two years is down from 39% to 31.2%.

The findings in Tables no. 81 and no. 82 should be viewed as qualitative only and not as quantitative. That is to say, the figures do not represent trends to expansion or retrenchment in the economy since at a number of places of work the statement of figures indicating such trends was clearly evaded.

Table no. 83: Distribution of office workers with two years of secondary school by grades assessing their proficiency at present in the various subjects of study (in rounded percentages).

Grades with respect to present situation					
Excellent	Good	Satisfactory	Slightly deficient	Very deficient	Subjects
A	B	C	D	E	
1	27	53	22	0	Hebrew correspondence and self expression
0	5	19	18	5	English correspondence
0	0	4	0	25	Economic geography
0	19	31	2	12	Commercial arithmetic
0	11	49	6	11	Clerical work
0	26	8	6	12	Elements of administration
0	15	3	2	22	Theory of trade and elements of law
0	19	40	2	11	Accounting
0	46	49	0	4	Calligraphy
0	12	17	0	18	Hebrew typing
0	1	4	0	22	Hebrew stenography
0	0	3	0	22	Economics and management
0	4	7	0	18	Pricing and statistics
0	0	0	0	17	Theory of merchandizing
0	1	0	0	15	International trade, insurance

Total no. of workers - 1094

For the purpose of considering the findings listed in Table no. 83 and in the following tables we shall divide the subjects of study into three groups, according to their character:

1. Subjects which provide general education.

   Economic geography
   Commercial arithmetic
   Theory of trade and elements of law
   Economics and management.

2. Subjects which provide general clerical training.

   Clerical operations
   Elements of administration
   Pricing and statistics
   Theory of merchandizing
   Hebrew and English correspondence.

3. Subjects which provide specific skills.

   Accounting
   Calligraphy
   Hebrew and English typing
   Stenography
   International trade, insurance

The findings in Table no. 83 indicate a negative assessment of the proficiency of the staff considered, in the general subjects (Group no. 1). The level is low in "economic geography", "theory of trade" and "economics and management". In "commercial arithmetic" the situation is satisfactory. In the clerical subject area (Group no. 2) the assessment appears more positive. The situation is satisfactory with regard to "clerical operations", "Hebrew correspondence" and "English correspondence". The assessment is good in "elements of administration". The assessment is negative in this group of subjects for

"pricing and statistics" and "theory of merchandizing".

In the skills area (Group no. 3) the subjects for which the situation is satisfactory are "accounting", "Hebrew typing" and "calligraphy" (here the assessment is 'good'). The subjects in which the level of knowledge and performance is unsatisfactory are "Hebrew stenography" and "international trade and insurance".

One may say that the subjects in the field of general education are the 'Achilles heel' of the staff considered in this table.

Table no. 84: Distribution of office workers with two years of secondary school by grades assessing their personal qualifications at present (in rounded percentages).

Grades with respect to the situation at present					
Excellent	Good	Satisfactory	Slightly deficient	Very deficient	Qualifications
A	B	C	D	E	
1.0	27.0	53	15.0	0	Ability to learn by oneself
1.0	44.0	39.0	12.0	0	Adaptation to changes
	2	22	22.0	8.0	Thinking in economic terms
1.0	01.0	28.0	1.0	0	Teamwork
1.0	38.0	55.0	2.0	0	Efficiency mindedness
1.0	25.0	27.0	11.0	0	Quality consciousness
3.0	45.0	43.0	7.0	0	Responsibility
3.0	53.0	40.0	0		Alertness
3.0	60.0	34.0	0	0	Exactness

Total no. of workers - 1094

The satisfaction of the economy with the personal qualifications of the staff considered in this table is evident. Except for "thinking in economic terms", the assessment is positive and is expressed by the grades 'satisfactory' to 'good'.

Table no. 85: Distribution of office workers with three years of secondary school by grades assessing their proficiency at present in the various subjects of study (in rounded percentages).

Grades with respect to the situation at present					
Excellent	Good	Satisfactory	Slightly deficient	Very deficient	Subjects
A	B	C	D	E	
9	20.0	20.0	0	0	Hebrew correspondence and self expression
0	15.0	11.0	3.0	0	English correspondence
0	7.0	0	0	11.0	Economic geography
0	27.0	17.0	2.0	5.0	Commercial arithmetic
1.0	20.0	31.0	0	5.0	Clerical operations
0	10.0	29.0	0	10.0	Elements of administration
0	2.0	27.0	5.0	11.0	Theory of trade and elements of law
0	40.0	14.0	1.0	2.0	Accounting
0	32.0	22.0	0	0	Calligraphy
1.0	2.0	4.0	2.0	10.0	Hebrew typing
0	1.0	0	1.0	11.0	Hebrew stenography
0	0	0	6.0	11.0	Economics and management
0	0	5.0	5.0	11.0	Pricing and statistics
0	0	1.0	0	11.0	Theory of merchandizing
0	2.0	1.0	0	11.0	International trade and insurance

Total no. of workers - 662

The tabulated findings with respect to the first group of subjects (general education) indicate a more positive assessment than table no. 83. Two subjects in this group received the grade 'deficient' - "economic geography" and "economics and management". The situation in "commercial arithmetic" is good, and in "theory of trade" it is satisfactory.

In the second group of subjects (general clerical training) the findings point to a deficiency in the level of knowledge in "pricing and statistics" and in "theory of merchandizing". The situation in "clerical operations" and in "elements of administration" is satisfactory. The situation is good in "Hebrew correspondence" and in "English correspondence".

The most negative assessment was made in the third group of subjects (skills) where the findings point to a deficient knowledge of "Hebrew typing", "Hebrew stenography" and "international trade and insurance".

On the other hand a positive assessment 'good' was made for proficiency in "accounting" and "calligraphy".

Note: The grade 'very deficient' assigned to 11% of the population in this table should be viewed as representative for office workers with three years of secondary school, in the absence of information in regard to the rest of the workers.

Table 86: Distribution of office workers with three years of secondary school by grades assessing their personal qualifications at present (in rounded percentages).

Grades with respect to the situation at present					
Excellent	Good	Satisfactory	Slightly deficient	Very deficient	Qualifications
A	B	C	D	E	
7.0	33.0	60.0	0	0	Ability to learn by oneself
3.0	52.0	11.0	0	0	Adaption to changes
0	24.0	4.0	5.0	2.0	Thinking in economic terms
0	45.0	13.0	0	0	Teamwork
0	38.0	23.0	0	0	Efficiency mindedness
0	18.0	16.0	0	0	Quality consciousness
10.0	80.0	10.0	0	0	Responsibility
0	46.0	53.0	0	0	Alertness
5.0	53.0	4.0	0	0	Exactness

Total no. of workers - 662

The findings in this table point to the economy's satisfaction with the level of qualifications of the staff considered. The grade 'good' was assigned for all qualifications but "ability to learn by oneself" and "alertness" which received the grade 'satisfactory'.

Table no. 87: Distribution of office workers with four years of secondary school by grades assessing their proficiency at present in the various subjects (in rounded percentages).

Grades with respect to the situation at present					
Excellent A	Good B	Satisfactory C	Slightly deficient D	Very deficient E	Subjects
32	48	13	1	2	Hebrew correspondence and self expression
10	38	27	14	7	English correspondence
0	18	11	0	18	Economic geography
6	28	8		12	Commercial arithmetic
	44	27	1	15	Clerical operations
1	10	27	2	20	Elements of administration
4	18	12	1	15	Theory of trade and elements of law
8	27	15	1	16	Accounting
2	46	27	0		Calligraphy
8	8	6		19	Hebrew typing
2	8			19	Hebrew stenography
	15	11		22	Economics and management
0	15	9	2	20	Pricing and statistics
0	4	1		23	Theory of merchandizing
0	6	2		23	International trade and insurance

Total no. of workers - 663

According to the findings in this table there is a positive assessment of the level of knowledge in the general subject area (Group

no.1). Except for "economics and management" the situation is 'satisfactory' to 'good'.

In the group of subjects in the area of general clerical training (Group no. 2) the negative assessment was directed to "pricing and statistics" and "theory of merchandizing". In the remaining subjects the situation is 'satisfactory' to 'good'.

As in Table no. 85 also here the most negative assessment was directed to the group of subjects which provide specific skills (Group no. 3). Subjects in which the level of proficiency is deficient are "Hebrew typing", "Hebrew stenography" and "international trade and insurance".

A positive assessment ('good') was given of the level of proficiency in two other subjects of the group - "accounting" and "calligraphy".

Table no. 88: Distribution of office workers with four years of secondary school by grades assessing their personal qualifications at present (in rounded percentages).

Grades with respect to the situation at present					
Excellent A	Good B	Satisfactory C	Slightly deficient D	Very deficient E	Qualifications
29	60	11	0	0	Ability to learn by oneself
10	65	10	2	1	Adaptation to changes
5	25	5	8	3	Thinking in economic terms
9	60	11	2	1	Teamwork
10	55	20	3	0	Efficiency mindedness
10	52	11	1	0	Quality consciousness
20	68	10	1	0	Responsibility
13	53	15	0	0	Alertness
25	52	21	1	0	Exactness

Total no. of workers - 663

The findings in this table point to the full satisfaction of the economy with personal qualifications of the staff considered. The level of qualifications was assessed as good and even excellent (e.g. 29% excellent for "ability to learn by oneself").

Table no. 89: Distribution of office workers with two years of secondary school by grades expressing the economy's demands for a change in their proficiency in the future according to the various subjects of study (in rounded percentages).

Grades with respect to the situation in the future					
A	B	C	D	E	Subjects
0	68	32			Hebrew correspondence and self expression
	16	16	12		English correspondence
				36	Economic geography
8	12	32	6	12	Commercial arithmetic
0	40	36		20	Clerical operations
0	52	3	2	32	Elements of administration
	38			35	Theory of trade and elements of law
3	52	14		20	Accounting
2	77	21			Calligraphy
10	16	0		23	Hebrew typing
	3	1		32	Hebrew stenography
	2	8	1	32	Economics and management
	3	18		32	Pricing and statistics
	0	1	2	32	Theory of merchandizing
	1			30	International trade and insurance

Total no. of workers - 503

Note: For the purpose of considering the survey findings with respect to the economy's demands for the future in the matter of staff training and qualifications, the scale of grades as used in tables below is to be interpreted as follows:

A, B, C - no need of change
D, E - need of change
E and F - more need of change than expressed by D

The findings also express the degree of change needed with respect to a subject considered. However, in our discussion we shall not consider the degree, but only the need of strengthening the teaching of a particular subject or the absence of the need for a change of the existing situation.

The nature of the change demanded by the economy in the various subjects and qualifications is not specified in the survey; only demand for change or the acceptance of the existing situation are indicated.

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According to the findings in Table no. 89 the economy's demand for a change of the existing situation in the future with respect to the training of the staff with two years of secondary school, in the first group of subjects (general education), is expressed in regard to "economic geography" and "economics and management". Opinion is divided with respect to the need for change in "theory of trade". There is no need for change, in the opinion of the economy, in "commercial arithmetic".

As to the second group of subjects (general clerical education), here a demand was expressed for the introduction of changes with respect to "pricing and statistics" and "theory of trade". With regard to the remaining subjects - there is no demand for change.

The group of subjects for which change and improvement are

demanded in particular is the third one (skills). Here was expressed the need for a change of the existing situation in three subjects -"Hebrew typing","Hebrew stenography"and"international trade and insurance". For the remaining subjects of this group no change is demanded.

Table no. 90: Distribution of office workers with two years of secondary school by grades expressing the economy's demands with respect to their personal qualifications in the future (in rounded percentages).

Grades demanded for the future					
A	B	C	D	E	Qualifications
32	62	6	0	0	Ability to learn by oneself
48	54	0	0	0	Adaptation to changes
0	24	3	10	3	Thinking in economic terms
22	72	3	0	0	Teamwork
20	76	4	0	0	Efficiency mindedness
7	60	16	0	0	Quality consciousness
16	68	16	0	0	Responsibility
22	76	2	0	0	Alertness
32	62	6	0	0	Exactness

Total no. of workers - 503

The findings in this table point to the economy's satisfaction with the personal qualifications of the staff considered. (With the exception, perhaps, of the qualification "thinking in economic terms" in which a certain trend is evident to a change in the existing situation).

Table no. 91: Distribution of office workers with three years of secondary school by grades expressing the economy's demands for a change in their proficiency in the future according to the various subjects of study (in rounded percentages).

Grades with respect to the situation in the future					
A	B	C	D	E	Subjects
23	57	10	0	0	Hebrew correspondence and self expression
0	38	21	1	5	English correspondence
0	0	2	0	59	Economic geography
0	53	10	0	13	Commercial arithmetic
0	32	50	0	18	Clerical operations
0	48	0	0	52	Elements of administration
5	0	51	0	44	Theory of trade and elements of law
0	92	2	0	6	Accounting
0	91	1	0	0	Calligraphy
0	12	2	0	49	Hebrew typing
0	0	4	2	55	Hebrew stenography
0	0	0	4	57	Economics and management
0	4	10	2	55	Pricing and statistics
0	0	4	2	55	Theory of merchandizing
0	4	0	0	57	International trade and insurance

Total no. of workers - 145

According to the findings in this table there is need of change in regard to two subjects of the first group (general education) - "econo-

mic geography" and "economics and management". There is no demand for change in regard to the remaining subjects of the group.

As to the second group of subjects (general clerical education) the economy demands a change in regard to the two subjects "pricing and statistics" and "theory of merchandizing". In regard to "elements of administration" the demand was not unequivocal and opinion is divided.

In the third group of subjects (skills) the economy demands a change in regard to "Hebrew typing", "Hebrew stenography" and "international trade and insurance".

Table no. 92: Distribution of office workers with three years of secondary school by grades expressing the economy's demands in regard to their personal qualifications in the future (in rounded percentages).

Grades demanded for the future					
A	B	C	D	E	Qualifications
43	57	0	0	0	Ability to learn by oneself
18	78	4	0	0	Adaptation to changes
0	51	1	0	5	Thinking in economic terms
45	55	0	0	0	Teamwork
35	63	2	0	0	Efficiency mindedness
0	50	7	0	0	Quality consciousness
51	49	0	0	0	Responsibility
49	47	4	0	0	Alertness
61	39	0	0	0	Exactness

Total no. of workers - 145

The findings in this table point to the economy's substantial satisfaction with the personal qualifications of the staff considered. Therefore there is no demand for a change of the existing situation. On the other hand there is indication in the table of a demand for excellence in a number of qualifications (e.g. exactness).

Table no. 93: Distribution of office workers with four years of secondary school by grades expressing the economy's demands for a change in their proficiency in the future, according to the various subjects of study (in rounded percentages).

Grades with respect to the situation in the future					
A	B	C	D	E	Subjects
25	45	18	12	0	Hebrew correspondence and self expression
10	14	7	9	3	English correspondence
0	12	6	0	33	Economic geography
22	34			19	Commercial arithmetic
20	41	22	0	17	Clerical operations
11	46	6	1	28	Elements of administration
22	2	24	4	28	Theory of trade and elements of law
26	60	0	0	14	Accounting
36	61	3	0	0	Calligraphy
16	11	3	0	34	Hebrew typing
3	12	0	0	41	Hebrew stenography
0	21	13	0	43	Economics and management
15	27	13	0	38	Pricing and statistics
0	8	0	0	43	Theory of merchandizing
6	11	3	0	32	International trade and insurance

Total no. of workers - 845

In general there is no difference between the findings in this table and those we saw in the earlier tables (no. 89 and no. 91). This applies particularly to the subjects in which change is required in the opinion of the economy.

In the first group of subjects there is need of change in "economic geography" and "economics and management"; in the second group, in "pricing and statistics" and "theory of merchandizing" and in the third, in "Hebrew typing", "Hebrew stenography" and "international trade and insurance".

With regard to the remaining subjects there is evident a demand for a high and even top level. We assume that the interviewees had in mind the complex duties in which the staff with four years of secondary school would engage in the future and hence the demand for such high standards.

Table no. 94: Distribution of office workers with four years of secondary school by grades expressing the economy's demands in regard to their personal qualifications in the future (in rounded percentages).

Grades demanded for the future					
A	B	C	D	E	Qualifications
28	53	1	0	0	Ability to learn by oneself
26	46	5	0	0	Adaptation to changes
12	55	3	14	16	Thinking in economic terms
45	36	6	0	0	Teamwork
45	32	10	0	0	Efficiency mindedness
34	33	3	0	0	Quality consciousness
44	40	0	0	0	Responsibility
34	41	3	0	0	Alertness
45	35	10	0	0	Exactness

Total no. of workers - 845

The findings in this table point to the economy's satisfaction with the personal qualifications of the staff considered and there is therefore no demand for a change of the existing situation (except in "thinking in economic terms"). At the same time there is a demand for personal qualifications on a high level ('good' and 'excellent').

OPINIONS AND RECOMMENDATIONS OF BUSINESS AND INDUSTRY

Two open questions were put to the interviewees:

1) What would you recommend for the improvement of the training given in office administration schools so that their graduates may meet the demands of the office;

2) If there are details which we have not touched that seem important to you, please add them and explain your view."

(see Appendix A - 7 and 8)

A summary of the opinions and recommendations given in reply to the two above questions is presented here.

Most of the interviewees complained of the low level of the private business schools and recommended continuous supervision of these schools by the Education Ministry.

Another recommendation was for visits in institutions and offices by those preparing to engage in office work so as to see what the work is actually like. Also recommended was the devotion of more time to practical exercises with the matter learned in class. The desirability was emphasized of rotation in the practical work so that the student would become familiar with all areas of the occupation.

In the vocational training field the recommendation was put forward for the organization of office administration schools along two main lines:

1. Broad general education with preparation for the matriculation examinations and specialization in office administration on a high level.

2. Intensive study of certain subjects for students who are unable or uninterested in completing secondary school.

The criticism of vocational training provided for office workers dealt with many areas. The chief complaints were over the low levels in accounting and Hebrew typing. Views were expressed that every office worker whould be able to type in Hebrew.

Businessmen sought, on the one hand, an improvement in general education and in the elementary knowledge of basic and commercial arithmetic and, on the other hand, a focusing of the training for concentration on specific occupations like banking, insurance, technical clerical work etc.

A serious problem raised was that of training in foreign languages. Businessmen asked for an improvement of the training in English correspondence, typing and stenography. A suggestion was made for the teaching of Arabic in view of the new political situation since the Six Days War.

The interviewees claimed that the teaching of languages is quite deficient and equips the student with a limited vocabulary while it leaves them unable to converse in the language or to manage adequately with it.

Businessmen asked that the schools instruct students in office work methods such as filing, card indexes, etc.

The demand was brought up for the teaching of public manners: human relations, courtesy, etiquette, proper service to the customer, etc.

The desirable qualities in office workers, in the opinion of the economy are: integrity, fairness, loyalty, diligence, capacity for teamwork, general intelligence, good manners, a sense of responsibility for public property, and the like. Recommendations were made for the fostering of these qualities in office workers in the future.

Another proposal brought up by the interviewees was the provision of further study courses for older office workers whose purpose would be completion of formal education and refresher training.

We should point out that several details in the recommendations

and comments of employers are inconsistent with the findings obtained in the survey. This may be explained by the tendency of interviewees to reply to open questions with exaggeratedly negative answers. However, when the interviewers pressed for more details and specific cases, the answers received were more consistent with the situation in the field.

CHAPTER V - SUMMARY

Table no. 95: Distribution of prevalent grades assessing the proficiency of the staff at present by subject of study and educational level

Subjects	At present		
	4 years of secondary school	3 years of secondary school	2 years of secondary school
Hebrew correspondence and self expression	good	good	satisfactory
English correspondence	good	good	satisfactory
Economic geography	x	very deficient	very deficient
Commercial arithmetic	good	good	satisfactory
Clerical operations	good	satisfactory	satisfactory
Elements of administration	satisfactory	satisfactory	good
Theory of trade and elements of law	good	satisfactory	very deficient
Accounting	good	good	satisfactory
Calligraphy	good	good	satisfactory
Hebrew typing	very deficient	very deficient	very deficient
Hebrew stenography	very deficient	very deficient	very deficient
Economics and management	very deficient	very deficient	very deficient
Pricing and statistics	very deficient	very deficient	very deficient
Theory of merchandizing	very deficient	very deficient	very deficient
International trade and insurance	very deficient	very deficient	very deficient

x no data

Table no. 96: Distribution of prevalent grades expressing the economy's demands for a change in the proficiency of the staff in the future by subject of study and educational level

Note: Grades A, B, and C in the table mean 'no need of change'.
Grades D and E mean 'need of change'.

The various grades express the extent of need of change with the grades going up from A to E.

Subjects	In the future		
	4 years of secondary school	3 years of secondary school	2 years of secondary school
Hebrew correspondence and self expression	B	B	B
English correspondence	B	B	C
Economic geography	E	E	E
Commercial arithmetic	B	B	C
Clerical operations	B	C	B
Elements of administration	B	x	B
Theory of trade and elements of law	x	x	B
Accounting	B	B	B
Calligraphy	B	B	B
Hebrew typing	E	E	E
Hebrew stenography	E	E	E
Economics and management	E	E	E
Pricing and statistics	E	E	E
Theory of merchandizing	E	E	E
International trade and insurance	E	E	E

x no data

Tables no. 95 and no. 96 sum up the survey findings with respect to the subjects of study.

In general, there is consistency between the assessment of the proficiency of the staff at present and the economy's demands for a change in proficiency for the future. Where a positive assessment was made of staff proficiency at present, the economy did not demand a change in the situation for the future and, conversely, when a negative assessment was made for the present a demand was made for a change in the future.

Satisfaction (at different levels: 'satisfactory', 'good', 'excellent') was expressed with respect to the following subjects of study:

1) Hebrew correspondence
2) English correspondence
3) Commercial arithmetic
4) Clerical procedures
5) Elements of administration
6) Theory of trade (Here there is an inconsistency between the situation at present in regard to staff with two years of secondary school, which was assessed as 'very deficient' and the demand for the future which points to the lack of need for a change in regard to the level of studies etc. in this subject).
7) Accounting
8) Calligraphy.

As to the seven remaining subjects, the assessment of the economy with respect to the present situation was negative and the prevalent grade assigned was 'very deficient'. In line with that assessment the economy demanded a change in the level of knowledge and performance in those subjects for the future. The subjects in which the economy seeks strengthened teaching are:

1) Economic geography
2) Hebrew typing
3) Hebrew stenography
4) Economics and management
5) Pricing and statistics
6) Theory of merchandizing
7) International trade and insurance.

These subjects are drawn from the three groups which were defined in the discussion in Chapter IV as belonging to the areas of general education, general clerical training and specific skills.

The economy's assessment in regard to the present situation and its demands for the future with respect to the different clerical occupations were set out in detail in Chapter IV with the presentation of the findings and their interpretation.

Table no. 97: Distribution of prevalent grades assessing the personal qualifications of staff at present by qualifications and educational level

Qualifications	At present		
	4 years of secondary school	3 years of secondary school	2 years of secondary school
Ability to learn by oneself	good	satisfactory	satisfactory
Adaptation to changes	good	good	good
Thinking in economic terms	good	good	slightly deficient
Teamwork	good	good	good
Efficiency mindedness	good	good	satisfactory
Quality consciousness	good	good	satisfactory
Responsibility	good	good	good
Alertness	good	satisfactory	good
Exactness	good	good	good

Table no. 98: Distribution of prevalent grades expressing the economy's demands in regard to the personal qualifications of staff in the future, by qualification and educational level

Note: Please see note to Table no. 95.

Qualifications	In the future		
	4 years of secondary school	3 years of secondary school	2 years of secondary or commercial school
Ability to learn by oneself	B	B	B
Adaptation to changes	B	B	B
Thinking in economic terms	B	B	B
Teamwork	A	B	B
Efficiency mindedness	A	B	B
Quality consciousness	A	B	B
Responsibility	A	A	B
Alertness	B	A	B
Exactness	A	A	B

Tables no. 97 and no. 98 sum up the findings in the area of personal qualifications. It appears that the economy is satisfied with the level of qualifications at present (except for "thinking in economic terms" by those with two years of secondary school) and therefore there is no demand for a change in the situation in the future.

A summing up of the findings in the tables which consider the various secondary clerical occupations (tables no. 61 - 80), points to a lack of consistency between the assessment at present and the economy's demands for the future. In general, satisfaction is expressed on the

part of the economy in regard to the level of knowledge in the various subjects of study and to the personal qualifications. Together with this satisfaction there is an express demand for an improvement of the vocational level and personal qualifications in regard to the future. The demand for improvement with respect to the future is particularly evident in regard to staff with four years of secondary school.

In general, the demand for an improvement of the level is in the following occupations with respect to the subjects listed:

1. Secretary-clerks:	Clerical procedures English correspondence.
2. Bank clerks and cashiers:	Hebrew correspondence Elements of administration Commercial arithmetic.
3. Typists:	Hebrew typing English correspondence.
4. Stenographer-typists:	Hebrew correspondence Elements of administration.
5. Book-keepers	Accounting Commercial arithmetic Calligraphy Clerical procedures English correspondence Elements of administration

With respect to personal qualifications in general, the demand is for an improvement of the level.

APPENDIX A - THE QUESTIONNAIRE

1. Name of company, concern, office _____

_____

2. Address of office _____

_____ year of establishment _____

3. Form of ownership of office:-

a) Individual ownership

b) Partnership

c) Private shareholders' company

d) Public shareholders' company

e) Co-operative society

f) Government corporation

g) Histadrut company

h) Other, please note _____

_____

4. Main duties:-

a.

b.

c.

d.

e.

f.

g.

h.

5. Number of employees in the firm:-

a) In administrative functions _____

b) In clerical functions _____

c) In office machine operation _____

d) In services to customers _____

e) Other duties _____

_____

_____

_____

Total no. _____

6. If you have added occupations that are not in the list give a short description of those occupations:-

a. _____

b. _____

c. _____

7. What would you recommend for improvement in the training given in commercial schools so as to equip their graduates to meet office requirements:-

8. If there are details which appear important to you that we have not mentioned, please add them, with an explanation:-

Signature

Form filled in by _____

Duties in the office _____

A - excellent
B - good
C - satisfactory
D - slightly deficient
E - very deficient

Names and numbers of occupations

Name and place of work	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW	FUTURE / NOW
Number of workers in occupation											
Education - years of secondary school											
Vocational training											
Hebrew correspondence and self expression											
English correspondence											
Economic geography											
Commercial arithmetic											
Clerical procedures											
Elements of administration											
Theory of trade and elements of law											
Accounting											
Calligraphy											
Hebrew typing											
Hebrew stenography											
Economics and management											
Pricing and statistics											
Theory of merchandizing											
International trade and insurance											
Comments											
Ability to learn by oneself											
Adaptation to changes											
Thinking in economic terms											
Teamwork											
Efficiency mindedness											
Quality consciousness											
Responsibility											
Alertness											
Exactness											
Comments											

APPENDIX B - LIST OF OCCUPATIONS IN OFFICE WORK, ADMINISTRATION AND OFFICE MACHINES

1. Group 2-01

   Book-keepers and cashiers

   In this sub-series and in this group of occupations were included staff working with financial records, account transfers and the receipt and payment of cash, in an institution or enterprise.

2. Book-keeper, General 2-01.10

   Accountant

   responsible for a financial accounts system, in whole or in part, on the basis of a prepared or routine accounting plan.

3. Book-keeper (public institution) 2-01.10/01

   Accountant in a public institution

   responsible for an accounting system in a unit of a government institution, local authority or civil public institution working on the basis of a budget.

4. Book-keeper (private institution) 2.01.10/02

   Accountant in a private institution

   responsible for a system of accounts in a private service institution, such as a law office, travel and tourist office and the like - but not a commercial or production-service enterprise.

5. Book-keeper (industry and trades) 2.01.10/03

   Accountant in an industrial enterprise

responsible for a system of accounts in a production enterprise, like a factory, publishing house or a production-service enterprise such as a hotel or a transport co-operative.

6. Book-keeper (commercial enterprise) 2-01.10/04
   Accountant in a commercial enterprise
   responsible for a system of accounts in a commercial enterprise, wholesale or retail.

7. Book-keeper (financial institution) 2-01.10/05
   Accountant in a financial institution
   responsible for a partial system of accounts and for certain kinds of operations in a branch or department of a financial institution.

8. Book-keeper (co-operative settlements) 2.01.10/06
   Accountant in a kibbutz or co-operative settlement
   responsible for the accounts system of a kibbutz or co-operative settlement.

9. Book-keeper (salaries and wages) 2-01.10/07
   responsible for the preparation of the salary and wage accounts of the employees of an institution or enterprise, and the conduct of the accounts system which this entails.

10. Book-keeper (mechanized accounting) 2.01.10/08
    responsible for an accounts system in an institution or enterprise, of which important parts and certain stages in the accounting process are carried out by means of office machines.

11. Accounts clerk 2.01.20

Accounting assistant

carries out a certain phase of the accounting processes, or looks after certain kinds of accounts within the general accounting system, in an institution or enterprise.

12. Cashier (in an office) 2-01.30

responsible for the money box and for the cash records of an institution or enterprise, receiving and paying money in its name.

13. Bank clerk, Bank (general) 2-01.40

deals directly with clients of a financial institution in matters concerning his department and prepares the records required for continuous accounting operation in a small branch.

14. Bank clerk, Bank (current and deposit) 2-01.40/01

deals directly with the clients of a financial institution in money deposit matters.

15. Bank clerk, Bank (credit and loans) 2-01.40/02

deals directly with the clients of the financial institution in matters of credit and loan.

16. Bank clerk, Bank (foreign currency) 2-01.40/03

deals directly with the financial institution's clients in foreign currency transactions.

17. Bank clerk, Bank (securities) 2-01.40/04

deals directly with the clients of the financial institution in trading and safekeeping of securities.

18. Cashiers (in commercial or other service) 2-01.50

receives payments in cash for purchases in supermarkets and co-operative stores, for admission tickets to amusements and the like.

19. Group 2-11

Stenographers and typists

Workers included in this sub-series and group of occupations take rapid dictation, by various stenographic systems, by hand or by machine, and type matter that has been received orally, in writing or by any other means.

20. Stenographer-typist, General 2-11.10

Writes shorthand rapidly for things orally said and prepares them for the ordinary reader, and also performs auxiliary office duties.

21. Secretary-stenographer 2-11.20

(Private secretary)

performs and co-ordinates office service for the management or the director, making use of stenography.

22. Stenographer-typist, Special 2-11.30

takes down rapidly, by one of the stenographic systems, highly technical and specialized matter.

23. Speeches-stenographer 2-11.40

(Parliamentary stenographer)

takes down speeches rapidly by a stenographic method.

24. Typist 2-11.50

types script marks with a typewriter, on paper or similar material.

25. Typist-varityper 2-11.90/01

prepares master forms for offset with a varityper.

26. Sub-series 2-9

Other office workers

This sub-series includes workers who operate office machines in various areas of office work involving administration and accounting, and also office operations not classified elsewhere.

27. Group 2-91

Office machine operators

The workers included in this group of occupations operate various office machines.

28. Book-keeping machine operator 2-91.20

operates an accounting machine and records thereby the accounting operations of an enterprise or institution.

29. Office calculating machine operator 2-91.30

operates an office calculating machine which performs the four arithmetical operations.

30. Punch card operator (machines for punching out data) 2-91.40

operates a punch card machine with which he records various data on special cards in 'the language of perforations', so that they can be mechanically processed; or operates a checking machine for the inspection

of the punched cards.

31. Sorting machine operator (punch card system) 2-91.50
operates a sorting machine with which he sorts and arranges punched cards in an order fixed in advance, counting and inspecting quantities.

32. Tabulating machine operator (punch card system) 2-91.60
operates tabulating machine with which he prepares statistical tables, calculations and other printed matter, in summed up form and performs other duties in this connection, according to instruction.

33. Office machine operators, Other 2-91.90

34. Auxiliary machine operators (punch card system) 2-91.90/01
operates auxiliary machines like copier, decoder and matcher, by means of which he prepares punched cards for the tabulator, calculator or office use.

35. Computing machine operator (punch card system) 2-91.90/20
operates electric computer with which he automatically applies the four arithmetical operations, according to punched data and receives the results punched on the same cards, or on cards which come after them.

36. Electronic digital computer operator 2-91.90/30

37. Duplicator (office work) 2-91.90.50

performs duplication or copying of office material with special machines or appliances.

38. Group 2-99

Clerical and office workers

not classified elsewhere.

39. Clerk, General 2-99.10

carries out various clerical assignments, which vary according to the nature and size of the office in which he works.

40. Clerk (secretarial) 2-99.10/01

(Assistant to secretary)

performs various duties in the secretariat of an institution or enterprise.

41. Clerk (maintenance and supplies) 2-99.10/02

performs various office operations in the management of equipment and supplies in an institution or enterprise.

42. Clerk (statistical) 2-99.15

assembles statistical data and tabulates them.

43. Clerk (costing) 2-99.18

makes records and calculations of work, materials and general expenditures for purposes of costing.

44. Clerk (work records and wage calculations) 2-99.21

makes staff work records and wage calculations.

45. Clerk (wages and salaries) 2-99.21/01

works at wage records and calculations

46. Clerk (correspondence) 2-99.24

performs the correspondence of the institution or enterprise in the official or in a foreign language.

47. Clerk (personnel) 2-99.27

keeps records and performs other duties in connection with the personnel.

48. Clerk (employment service) 2-99.27/01

registers those seeking work and refers them to employers seeking help.

49. Instruction clerk 2-99.27/02

performs organizational and office duties in instructional operations.

50. Clerk (financial) 2-99.30

performs recording and other clerical duties in a financial institution.

51. Clerk (bank), General 2-99.30/01

performs recording and other clerical duties in a banking institution.

52. Clerk (bank), Credit and loans 2-99.30/02

performs recording and other clerical duties in a bank, in all that concerns the issuing of credit and the making of loans.

53. Clerk (bank), Foreign currency and correspondents 2-99.30/03
performs recording and other clerical duties in a bank, in all that concerns foreign currency and correspondents' accounts.

54. Clerk (bank), Securities 2-99.30/04
performs recording and other clerical duties in a bank, in all that concerns securities.

55. Tax clerk (evaluations and assessments) 2-99.30/05
carries out various assignments in the calculation of income, movable and immovable property, for the purpose of determining and levying taxes.

56. Tax clerk (examinations and determinations) 2-99.30/06
carries out various assignments in the examination and classification of business operations and documents or goods for the purpose of determining tax levels and manner of collection.

57. Clerk (insurance) 2-99.33
performs recording and other clerical duties in an insurance institution.

58. Clerk (legal and court matters), General 2-99.36
performs recording and other clerical duties in legal and court matters.

59. Courthouse clerk 2-99.36/01
performs various clerical and other duties in a civil or religious court.

60. Execution clerk (legal and court matters) 2-99.36/02
performs various clerical and other duties in an office for the execution of court decisions.

61. Clerk (legal documentation and records) 2-99.36/03
performs various clerical and other duties in connection with the legal documentation and recording of facts, rights and obligations.

62. Clerk (legal aid and advice) 2-99.36/04
performs various clerical and other duties in a law office, government department, institution or barrister's office.

63. Property clerk (legal and court matters) 2-99.36/05
performs various clerical and other duties in connection with the legal inspection of property transactions.

64. Clerk (library) 2-99.39
performs clerical and other auxiliary duties in a library under the direction of a professional librarian.

65. Clerk (technical library) 2-99.39/01
performs clerical and auther auxiliary duties in a technical library under the direction of a professional librarian or scientist.

66. Clerk (special library) 2-99.39/02
performs clerical and other auxiliary duties in a special library under the direction of a professional expert.

67. Shipping clerk (general) 2-99.42
performs clerical and other auxiliary duties in the receiving or dispatching of consignments.

68. Shipping clerk (rail transport) 2-99.42/01

performs clerical and other auxiliary duties in shipping by railway.

69. Shipping clerk (highway transport) 2-99.42/02

performs clerical and other auxiliary duties in shipping for transport by motor vehicles on highways.

70. Shipping clerk (sea or air transport) 2-99.42/03

performs clerical and other auxiliary duties in shipping by sea or air.

71. Travel clerk, General 2-99.45

performs various clerical and other auxiliary duties in the organization and arrangement of the affairs of passengers and travellers in travel offices or transportation companies.

72. Travel clerk (tourist bureau) 2-99.45/01

performs various clerical and other auxiliary duties in a tourist bureau.

73. Clerk (production planning) 2-99.48

performs recording and various clerical duties in the planning of production and the supervision of its progress.

74. Clerk (supervision of stock), General 2-99.51

performs clerical and other duties in the supervision and care of stock in an institution or enterprise.

75. Clerk (supervision of stock), production enterprise 2-99.51/01

performs clerical and other auxiliary duties in the supervision of stock in a production enterprise.

76. Clerk (supervision of stock), commercial enterprise 2-99.51/02
performs clerical and other auxiliary duties in the supervision of stock in a commercial house.

77. Clerk (stockroom), General 2-99.54
performs clerical and other auxiliary duties in the stockroom of an institution or enterprise.

78. Clerk (stockroom), Production enterprise 2-99.54/01
performs clerical and other auxiliary duties in the stockrooms of a production enterprise.

79. Clerk (stockroom), Commercial enterprise 2-99.54/02
performs clerical and other auxiliary duties in the stockrooms of a commercial enterprise.

80. Clerk (weighing) 2-99.57
weighs goods of various kinds, records weight details and fills out suitable forms, in public service or in a private enterprise.

81. Clerk (registry) 2-99.60
(archival or registry assistant)
classifies, records and files various records, printed and other archival matter, according to direction, in an institution or enterprise.

82. Office workers not classified elsewhere, Other 2-99.90

83. Collector 2-99.90/01
collects money from various debtors and contributors, at their homes

or places of work, according to a list of names or by areas.

84. Inspector (national or local authorities) 2-99.90/02

supervises adherence by citizens to laws and provisions of the national and local authorities, in certain areas of the public services.

85. Reception clerk (general) 2-99.90/03

(Information clerk)

receives clients, visitors and others interested in the institution or enterprise.

86. Reception clerk (hospital or clinic) 2-99.90/04

performs various clerical duties in connection with the hospitalization of patients in hospitals, or with the reception of patients in clinics and in other medical facilities.

87. Reception clerk (hotel) 2-99.90/05

receives guests who come to stay at the hotel or hostel in which he is employed and performs the office duties in connection therewith.

APPENDIX C - A DESCRIPTION OF THE SUBJECTS OF STUDY IN SCHOOLS OF OFFICE ADMINISTRATION AND BUSINESS

AN EXPLANATION OF THE NATURE OF THE SUBJECTS STUDIED IN THE VARIOUS COURSES OF THE CLERICAL TREND

1. Hebrew correspondence and self expression in writing

Correspondence is a means of communication within the office staff and between the office and the public.

The proper maintenance of contacts externally is a test of orderly office activity. Among the many means of communication known to us today, correspondence takes the most important place. It also reflects the level of contact between the office and the external world.

The ability of self expression in writing and to compose letters is one of the most important qualifications for any office worker. Therefore, the purpose of instruction in this subject is to equip the student with the ability for self expression in writing, in a form and style acceptable in administrative and commercial activity and in contact with individuals and institutions.

2. English correspondence

All that was said above in regard to Hebrew correspondence applies also to English correspondence. In the final scholastic year of the vocational school for office administration in the secretarial and administrative trends, it is important to provide the student also with basic knowledge of English correspondence. Many offices in this country maintain commercial ties with a large number of English speaking countries and the composition of a business letter in English is very important for the office.

3. Economic geography

One of the secondary subjects of general geography is economic geography which has its own laws. This subject is concerned with human needs, their production, circulation, distribution and consumption. It studies the economic factors which influence the world and provides a description of commodities and their natural conditions.

In the school of office administration, which provides instruction in the field of commerce and trade, the geographic side of economics is particularly important since this country is undergoing continuous economic change.

4. Commercial arithmetic

Commercial and business life, require a thorough proficiency in commercial and financial calculations. The duty of persons engaged in this occupation is to make it possible to obtain exact results of commercial and economic activities carried out by the enterprise at present or in the past or to be carried out in the future.

The purpose of instruction in commercial arithmetic is to provide general proficiency in the field of commercial and financial calculations.

5. Office methods

Office methods are the science of organization of the different office systems in a production or service enterprise. The subject of office methods includes also acquaintance with office equipment and appliances, archival work and the organization of service to the public.

The purpose of instruction in office methods is the provision of knowledge of the nature of office activities according to accepted methods which must become familiar to every graduate.

6. Elements of administration

The success of an enterprise, production or service, depends on a good management which is able to perform its function expertly.

"Elements of administration" are a challenge to the student at the office administration school in that they make him familiar with the basic problems of administration, the great importance of good human and public relations and the influence of the human factor in office work.

7. Theory of trade and elements of commercial law

The theory of trade deals with the forms of organization of trade, with the processes of negotiation, with the means of payment and their execution. All of these are subject to state regulations and laws which are the substance of commercial law.

The purpose of instruction in this subject is to provide the student with comprehensive knowledge in the many and varied areas of commercial life.

8. Accounting

Accounting may be defined as the job of recording systematically financial and economic operations, with the aim of showing, whenever required, the situation of the assets and obligations of the enterprise and its achievement during a certain period.

The system of recording must be simple and clear to any person interested in information on the concern in its entirety or only on certain of its activities.

The rules of accounting apply to every kind of economic framework. In office administration schools, the purpose of instruction in the subject is to provide knowledge and understanding of the fundamentals of accounting and produce graduates with the ability to work, in all branches of the occupation, at the level of assistant to the accountant.

9. Calligraphy

The aim of instruction in this subject is to improve the penmanship of the student who is preparing himself for office work. In addition, there is concern for uniformity of spelling so that manuscripts can be read with facility. Many documents come to the office initially in handwriting, before they are passed on to the typist or ready for printing.

Neat calligraphy prevents mistakes and much trouble afterwards, and it is important therefore that students of office administration receive proper instruction in penmanship.

10. Hebrew typing

Typing is the key function in the flow of work of an office. Since most documents are typed today, the influence of typing on all of the office's process is considerable. Typing can speed up or delay the flow of work.

The aim of the instruction in this subject is to train typists at a suitable level, able to perform typing of various kinds with reasonable speed and maximum exactness. In this country typing is demanded in every office and the training of typists is an important task both for the good of the economy and the trainees.

11. Hebrew stenography

Stenography is shorthand writing by means of symbols and abbreviations for the purpose of the exact recording of speeches or words of participants at meetings and gatherings.

The emphasis of the instruction in this subject is on the ability to record quickly and to decipher with maximum accuracy. A good secretary has to be proficient also in this skill.

12. Economics and management

Economics is concerned with current economic phenomena. It examines the whole complex of the problems of the economy - those between individuals, between the individual and society and between societies. These problems arise from man's struggle to supply his needs. These needs are not fixed, but change continually with time, place and the character of the society.

The office administration school provides its students with knowledge of economic laws, with particular emphasis on the economy of this country and its problems. The curriculum in hand includes material on the economic theories of the past, which teach about the development of economic thought according to historical schools and ideas.

13. Pricing and elements of statistics

Pricing is concerned with calculations which enable the merchant or producer to receive exact information on the rise of the product, that is its own price. This information is important in trade and industry for without it there is no possibility of judging the worthwhileness of an acquisition or the manufacture of a certain product.

In this country, whose industry is developing, pricing is of particular importance in enabling us to determine to what extent and in what type of product we can compete with other countries.

Also statistics are of help in this direction and therefore the teaching of the two subjects has been combined.

14. Theory of merchandizing

Trade is conceived with different and diverse kinds of merchandize. The theory of merchandizing includes the knowledge of the nature of merchandize, their quality, sources and forms of production.

This subject, which is studied in the commercial administration

and salesmanship courses, is very important for students who are preparing to enter into the practical life of commerce.

15. International trade and insurance

This small country depends on the import of materials and goods for the supply of the vital needs of its industry and trade. However, to finance those imports, the country must export and find ways of maintaining its trade balance. This object is achieved by means of international trade channels involving means of transport like shipping etc.

Trade on a large scale is made secure with the help of commercial insurance companies, both international and national. International organizations on a world scale have been set up for the regularization of trade matters between nations.

In the administration course, it is essential that the students learn also the principles of international trade and insurance.

APPENDIX D - AN EXPLANATION OF THE QUALIFICATIONS IN THE QUESTIONNAIRE (TO THE INTERVIEWEES)

1. Ability to learn by oneself - the ability of the worker to absorb and understand, without assistance, processes, phenomena and concepts that were not known to him.
2. Adaptation to changes - readiness and ability to fit into new arrangements of work conditions.
3. Thinking in economic terms - the ability to estimate the absolute and relative value of the equiment in the office and the work performed there, and to draw conclusions as to appropriate office practices.
4. Teamwork - the ability to cooperate and fit into the office work procedures.
5. Efficiency mindedness - the ability to cooperate, plan and perform work in the office while seeing the importance of the relation between the degree of achievement in a certain operation and the effort and time invested for that achievement, and to draw the appropriate conclusions.
6. Quality consciousness - the ability to cooperate, plan and perform work in the office according to the standard set by the supervisor and also to improve on it.
7. Responsibility - the ability of the worker to carry out faithfully and exactly the task assigned to him in the office.
8. Alertness - the ability to perform work in the office quickly and diligently.
9. Exactness - the ability to carry out every assignment punctually in all its details.